DOCUMENT RESUME

ED 040 789 RC 004 431

AUTHOR	Swickard, Sara R.; And Others
TITLE	Language Arts and the Migrant Child, Diagnosis and Prescription.
INSTITUTION	Michigan State Dept. of Education, Lansing.
PUB DATE	69
NOTE	199p.
EDRS PRICE	EDRS Price MF-$1.00 HC-$10.05
DESCRIPTORS	*Curriculum Guides, *Early Childhood Education, Educational Games, *Elementary Grades, English (Second Language), Kindergarten, *Language Arts, Learning Activities, Learning Readiness, *Migrant Children, Preschool Education, Reading Instruction, Reading Readiness, Speech Improvement, Vocabulary Development, Vocal Music, Writing Skills

ABSTRACT

Goals, activities, methods, and techniques are suggested in this 1969 document for improving instruction in the language arts for the migrant child. The first of the 3 sections of the book deals with those behavioral goals of particular significance for teachers working with nursery, kindergarten, and beginning first-grade children. The second section emphasizes desirable goals to be attained during initial reading instruction for the first through third grades. A third section concentrates on those language behaviors desirable for effective performance from the fourth through sixth grades. Each listing of goals is accompanied by a group of suggested ways of working toward these goals. A color-coordinated section is included which contains games and activities to facilitate meeting the needs of a child's particular problem. The last section also includes a list of some sounds and language patterns which are difficult for the migrant child for whom English is a second language. (AN)

ED040789

U S DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

RECEIVED
JUL 2 1970
NMSU
E.R.I.C.

LANGUAGE ARTS and the MIGRANT CHILD

— DIAGNOSIS and PRESCRIPTION —

MICHIGAN STATE DEPARTMENT of EDUCATION
MIGRANT PROGRAM
SUMMER, 1969

ED040789

RECEIVED
JUL 2 1970
NMSU
E.R.I.C.

Goals and Activities
for
Improving Instruction in the Language Arts

Prepared by

Dr. Sara R. Swickard
Professor of Education

Nyla D. Shikoski
Graduate Student

Robert C. Newhouse
Graduate Assistant

RC004431

A Word from the Authors

This book has been written in the hope that it will be of real value to you as you work with migrant children. You undoubtedly have many ideas that are not included in this publication but perhaps some of the goals, activities, methods, and techniques suggested will help you in your program. Perhaps they will suggest other more meaningful ways to you.

Some of the activities recorded here have been suggested by teachers who have had previous experience working with migrant children. The authors have created some devices which seemed to hold promise and still other material has been gleaned from the literature.

It is hoped that you will use the pages at the end of each section to add other goals, techniques and activities which you have discovered to be of particular worth. Such material can then be incorporated when and if this book is revised.

You will note that the book is divided into three major parts. The first section deals with those behavioral goals of particular significance for teachers working with nursery, kindergarten and beginning first grade children. The second section emphasizes desirable goals to be attained during the initial reading instruction period encompassing roughly the first through the third grade. Section three concentrates on those language behaviors desirable for effective performance from fourth through sixth grade.

Each listing of goals is accompanied by a group of suggested ways of working toward these goals. A color coordinated section in the back of the book contains additional games and activities which should prove of value in searching for additional prescriptions once the diagnosis of the child's particular problem has been made.

While the goals are not arranged in a truly sequential pattern or necessarily in order of importance, they are clustered under headings which appear significant. It must be recognized that language development does not occur among all children of the same age in exactly the same order. It should be recognized further that individual children do not develop all aspects of language in any uniform, patterned sequence. Many children appear strong in some language skills and rather slow in acquiring other skills of communication.

For the reasons mentioned above, it is suggested that you become familiar with the behavioral goals listed under appropriate headings, check those goals which the child appears to have accomplished and identify the goals which he still needs to attain. When used in this way, it should become increasingly easy to diagnose the child's difficulty in any area of the language arts and find appropriate prescriptions for attaining the new goal.

The material on the page opposite the goal or in the color coordinated section in the back of the book should suggest some prescriptions to you. This is not to suggest that problems are always single in nature or easy to diagnose or solve. It does suggest, however, that to the extent that the teacher can diagnose the nature of the problem which is keeping the child from reaching a desired level of language behavior and then find and employ appropriate, effective prescriptions, the chance to attain the desired behavior is greatly enhanced.

Many of the migrant children who attend school in the Michigan area are of Mexican-American origin. To most of these children, English is a second language and learning to use it effectively presents certain problems. For this reason, the last section of this book includes a list of some of the sounds and language patterns which are difficult for these children to hear and to reproduce. This section also includes a number of games, songs, and activities which should help these children in their quest for effective communication.

TABLE OF CONTENTS

page

Goals and Activities for the Readiness Period of Language Arts Instruction 1

Goals and Activities for the Initial Period of Language Arts Instruction 29

Goals and Activities for the Advanced Period of Language Arts Instruction 51

Additional Readiness Activities 67

Additional Initial Language Arts Activities 99

Additional Advanced Language Arts Activities. 133

Especially for the Migrant Child. 167

Bibliography 209

BEHAVIORAL GOALS AND ACTIVITIES
FOR
THE READINESS PHASE
OF
LANGUAGE ARTS INSTRUCTION

The child who has reached a level of PHYSICAL MATURITY which will enable him to function comfortably in a learning environment:

Exhibits effective large and small muscle coordination and control

Shows growth in dexterity in handling objects in his environment

Physically attends for increasing lengths of time

Focuses on objects in his immediate world

Focuses on distant objects

Shows an awareness of the left-to-right flow of action in pictures

Makes gross visual discriminations of size and shape

Shows sensitivity to sounds in his world

Uses appropriate sounds for different situations

Reproduces sounds heard

Recalls and produces sounds made by animals and objects in his environment

Displays good general health and a zest for life

Activities * to help the child reach a level of PHYSICAL MATURITY which will enable him to function comfortably in a learning environment:

Developing Large and Small Muscle Coordination

The kneading, punching, pulling and rolling of clay allows children the exercise necessary for large and small muscle development.

Place nails on the clay table. Children often enjoy just pushing nails into the clay.

Provide many opportunities for children to use large climbing equipment, blocks of a variety of sizes and shapes, and engage in rhythmic responses to music which suggest large animals, construction activities, planting, running, galloping, and skipping.

Provide a work bench, full-sized tools, nails and wood, placing only those restrictions necessary for safety.

Developing Size and Shape Concepts

Place cookie cutters on the clay table. Let the children experiment with cutting different sizes and shapes.

Cut various shapes and sizes (i.e., circles, squares, etc.) from felt or paper and place them on the overhead projector. Have the children identify the shapes.

Developing a Concept of the Effect of Distance on Visual Perception

Have the children draw a small picture of their house, apartment, trailer, tent or other dwelling. Place it on a teacher-drawn map of the school area. Discuss who lives near the school; who lives far from the school.

Take a trip to the airport. Observe how the plane looks when landing; when taking off; when in the distance.

Developing a Left-to-right Flow of Action

Make a chart with a sequence of pictures tuned in to the season or some on-going activity: Caterpillar cacoon butterfly
Birds nest eggs baby birds
Seed sprout plant vegetable
Show the children the left-to-right progression as they "read" what is happening.

Developing Awareness of Sounds

Take a trip to the city, farm, fire station, etc. Have the children draw pictures of what they saw. Put the pictures in a book. Have the children tell what sound was made by the fire engine, farm, farmer, etc

---

*Refer to color coordinated sections for additional Readiness activities.

The child who has developed a level of SOCIAL GROWTH at which he can associate comfortably with peers and adults in a learning environment:

Reveals a positive self concept

Uses self control in determining his behavior

Feels secure in social situations

Takes an interest in projects and activities

Participates in group activities and conversations

Accepts help from adults and peers

Gives help when needed

Cooperates in play and work situations

Understands, accepts, and helps determine the rules of social living

Shows a positive attitude toward adults and peers

Shows empathy for the feelings of others

Respects the rights of others

Appreciates the ideas and accomplishments of others

Uses social courtesies

Assumes both the role of a leader and that of a follower

Activities to help the child develop a level of SOCIAL GROWTH at which he can associate comfortably with peers and adults in a learning environment:

Developing a Positive Self Concept

Have the children seated in a circle. Ask each child to say his name and tell about one thing which he does well. The teacher should "go first" to establish a language pattern and to demonstrate what is meant by the request (i.e., "My name is Mrs. Brown. I am an excellent cook.")

Have the children make a book, one page each day. The title of the book might be Who Am I? Each page should have a picture related to the child and his family (i.e., a picture of himself, a picture of where he lives, a picture of his most important wish, a picture of his family, a picture of what he likes to eat, a picture of what he likes to do, a picture of what he is afraid of, etc.).

Developing Security in Social Situations

Role play a variety of situations that occur in class:
Situation I - Three children and one wagon

1st Scene - Children all pulling and yelling "It is mine"
2nd Scene - Two children walk away and let one child keep the wagon
3rd Scene - Children each take a turn
4th Scene - Two children ride, one pulls

Discuss

Developing Appreciation, Empathy, and Respect for Others

Provide many opportunities for children to share ideas, plans, finished work and the like with an emphasis on good listening habits and positive evaluation techniques, (i.e., "That is real nice, Mary. I like the way you used so many colors that look nice together.").

Emphasize and explain the "feeling words" in stories and poems. (i.e., "What do you think made John so sad?" "What does 'sad' mean?" "How do you walk when you are sad?" "How does your face look when you are sad?" "How can you tell when someone else is sad?" "What can you do to help someone be happy again?")

Have the children each express in one phrase or sentence what they feel is the saddest thing in the world. Record what each child says. Read it back to the children. i.e. The Sad Story

Sad is my dog's eyes when we don't take
him with us.
Sad as my sister when we move again
Sad as spinach for lunch

The child who has reached a level of EMOTIONAL MATURITY which enables him to function effectively in a learning environment:

Appears happy and portrays a healthy degree of self confidence

Acts in a dynamic and outgoing fashion

Exhibits needs which can be satisfied by learning

Displays excitement and enthusiasm for learning

Propels himself into learning situations

Concentrates on the task at hand

Portrays a degree of persistence

Shows evidence of setting realistic goals

Portrays a "reasonable" amount of independence

Grows toward increasing self-control and self-discipline

Responds positively to group controls

Accepts and carries out responsibilities

Adjusts to routine or changes in that routine

Handles his emotional disturbances such as fear, ridicule, pressure home problems, etc., in a positive way

Reacts to situations of disappointment, failure, excitement, etc., with some degree of poise

Exhibits no undue stress when playing alone or with others

Activities to help the child reach a level of EMOTIONAL MATURITY which enables him to function effectively in a learning environment:

Developing the Ability to Anticipate and Deal with Actions of Others

Show the children certain selected pictures which indicate that some further action is about to take place, (i.e., a picture of two children fighting and mother appearing in the doorway). Ask the children what they think will happen next. Answers often reveal the child's relationship with his family and/or his feelings of fear, frustration, etc.

Developing Responsibility and Persistence

Make a chart of room helpers and select the least emotionally mature children to be among your first helpers. Make sure the task is one which they can do and which is rewarding to them. Encourage the child by praising him when he remembers and by calling his attention to the task when he forgets through the use of some positive means such as, "Juan is going to feed the fish before he comes for the story--I know because I see him walking toward the fish food."

Developing the Ability to Concentrate on a Task and Complete It

Set aside some large block of time every morning for what might be called a "work period" or "choice period." Have many kinds of materials and games out ready for children to select. Explain to the children that they are each to choose their first activity and complete that before making a second choice. (i.e., The child who elects to work at the puzzle before going on to the clay table, etc.)

Developing the Ability to Grow in Self Knowledge and Self Direction

Have personal conferences with each child on some scheduled basis. Sit alone with each child and talk about what he likes about school, what things he does not like, how he feels he is growing up and some things he would like to do that he has not had a chance to do. In many cases these short periods of "looking at self" help a child to be more thoughtful and goal directed in his behavior as well as a means of establishing rapport with a caring, loving, concerned adult.

Developing the Ability to Handle Traumatic Situations in a Positive Manner

Role playing situations which reveal different ways of meeting problems often proves helpful in meeting new levels of emotional control. (i.e., have one child to be a barking dog while the second child tries to get by the dog in order to get home; have one child discover he has lost the money he was to use to buy bread and milk at the store --' have him try to figure out what he will say to his mother; have one child walking along bouncing his ball and another child come and try to take it away from him. Discuss the solutions after each scene has been played several times.

The child who has reached a level of MENTAL MATURITY which enables him to accept learning situations as a challenge:

Pursues his interests and increases his curiosity

Asks questions to increase his understanding

Observes and reports what he has observed

Reasons and exercises his reasoning powers

Begins to classify and to generalize from his experiences

Predicts outcomes and draws inferences

Finds pictures of things which have been discussed or experienced

Senses the outcome of action in stories, poems, and pictures

Pays attention for increasing lengths of time

Develops his visual and auditory perception powers

Listens to, remembers, and executes a sequence of events

Observes a number of objects and can tell what is missing, what has been added, or names all objects previously shown

Repeats simple sentences or a sequence of numbers in order

Notices likenesses and differences

Discovers what is missing in a picture

Shows an awareness of the function of printed symbols

Activities to help the child reach a level of MENTAL MATURITY which enables him to accept learning situations as a challenge:

Developing the Ability to Observe, Record and Report What is Observed

Have a number of small cans available for children to use as seed planters. Have the children fill their cans with soil from various places near the school (pond, woods, sand box, etc.). Have them state where each can of soil was secured and how each kind of soil differs in color, feel, etc. Label each can in terms of where the soil came from and what seeds are planted in it. Have the children use a piece of string to "measure" their plants from the time they appear until the end of the experiment. The string is good for young children to use because they can use a colored magic marker to indicate each new measuring spot —+—+—+—+— . The teacher can then place the string on a standard ruler and build a readiness for understanding a new kind of exact measurement. Children should be encouraged to report on the progress of their plants from time to time stressing such things as why they think some plants grew faster, some slower, why some died or never grew at all.

Developing Classification and Generalization Abilities

Have a "Treasure Chest" filled with a wide variety of "things" -- swatches of material of different kinds, bottle caps and other small metal objects, jar and bottle lids, small toys of various materials, etc. There is no limit to the number and kinds of materials. Be sure that there are possibilities for classifying objects in a number of different ways. Have several children select articles from the chest and put them together in some classification which he keeps a secret from everyone else. When he is ready, have him ask the children why they think he put these things together. When the first child guesses the correct response, it is his turn to show his group of "like" things.

Developing the Ability to Notice Likenesses and Differences

Use a variety of ways for calling small groups of children together for purposes of "walking groups" for a trip, getting ready to go home, playing a certain game or the like: Ask for all people whose names start with a certain sound, for all boys who have a stated color on, invite all girls who are wearing sandals, invite all children with long hair, etc. (you will think of many more!)

Ask children to get the largest or smallest ball from the shelf; the hardest puzzle from the shelf; the darkest piece of material from the scrap box, the largest book or thinnest or thickest book from the shelf, etc.

Tell all the ways in which two pictures or books or materials are alike or different.

The child who has developed a POSITIVE ATTITUDE toward the various forms of communication:

Enjoys and shares picture books and stories read to him

Notices signs and realizes they mean something

Enjoys talking with others and sharing his experiences

Enjoys listening and feels motivated to listen

Waits in anticipation for what is coming in a story, play, etc.

Relates to humor, suspense, and other emotions in stories, plays, etc.

Enjoys telephoning, conversations, and other areas of social communication

Shows appreciation for books, records, programs and other methods of communicating knowledge and entertainment

Appreciates listening activities such as music, conversation, stories, etc.

Expresses his ideas, experiences, etc., at his own level of maturation

Shows an interest in printed material

"Reads" stories to adults or peers from a familiar book

Enjoys working with various writing tools

Shows an interest in writing, copying and drawing

Wants to know how to write something or what certain words "say"

"Writes" stories, letters and the like for others to "read"

Appreciates what others have to contribute

Comprehends the purpose of reading, speaking, listening, and writing

Shows an interest in and enthusiasm for reading

Suggestions to help the child develop a POSITIVE ATTITUDE toward the various forms of communication:

The following suggestions differ from activities in previous areas in that they are geared to the teacher and the learning atmosphere, the justification for this being that often children are deprived of background in the language arts due to previous environmental situations. It is hoped that the teacher is cognizant of this and can provide a learning situation which is conducive to a more positive attitude in areas of communication.

Developing an Atmosphere for Learning

Provide a reading corner which contains interesting picture books, displays, class and individually made books on units of work and experiences. Make it a comfortable corner with curtains, a rug and rocking chair or foot stools on which to sit.

Have a listening center where children can listen to stories on records or tapes; where they can record their own stories for others to enjoy; where they can listen to music.

Developing Enthusiasm and Interest

Add to the children's enthusiasm by showing your interest in all forms of communication. Enjoy the various aspects of the program so that your interest spreads to nurture their learning. This can only be done by understanding the purpose of what you are doing and fully realizing the importance of this purpose.

Allow the children to orally express their feelings and experiences--to share these important aspects of their lives through communicating with peers and adults. Love and enjoy this expression and cherish the time spent on it.

Create a comfortable time for conversation where the children feel free to "give and take" feelings and expressions, experiences and accomplishments; where they can ask and answer questions concerning their lives and the environment they share.

Developing Skills in Participation and Expression

Allow the children to fully enjoy prose and poetry by permitting their reactions to the moods presented in the stories and poems. Share with them the illustrations, the voice inflections suggested by the text and the mood inferred by the words. Answer their questions and allow laughter, squeals of delight and excitement and allow them to anticipate and predict what will happen. Allow them to participate in the repetition of stories and rhymes of poems. Provide opportunity for the children to express their feelings and enjoyment of literature, speech and listening through various art media, describing what has been shared and enjoyed, liked or disliked.

The child who possesses the skills necessary for beginning ORAL AND WRITTEN LANGUAGE instruction:

Shows sensitivity and awareness of his environment

Possesses good background of direct experiences

Expresses feelings and ideas through words

Shows a sense of security and feels that what he says is important to others

Listens to a sound and repeats it

Expresses himself enthusiastically

Observes and expresses what has been perceived

Utilizes an "appropriate" oral vocabulary

Looks at a picture and names familiar objects

Develops mental images from direct experiences and from things heard

Enjoys hearing and using new words

Relates experiences, interests, ideas, desires, feelings, etc.

Relates an experience in the sequence in which it happened

Observes and tells how something is alike or different

Supplies words which rhyme

Regulates voice quality

Uses inflections in speaking to give greater meaning to what he says

Shows an awareness of the rhythm of the language and is able to use it in speaking

Hears differences in volume and inflections in a person's speech and reproduces them

Listens to a tune and/or series of notes, sounds, words, etc. and repeats them

Exhibits a curiosity about the meaning of new words

- Continued on page 17 -

Activities to help the child develop skills necessary for beginning ORAL AND WRITTEN LANGUAGE INSTRUCTION:

Developing a Background of Experience

Take the children on various trips to places of interest -- relive the experience through class and individual stories and pictures. Let the children share the pictures they have drawn through oral expression. Write the caption under the picture for display.

Compile a class book of individual stories or experiences illustrated by the children.

Go on a Fall, Winter, Spring, or Summer walk making use of all the senses. Notice the changes in nature. Take time to let the children observe phenomena. Collect objects of nature along the way. Upon return to the classroom, display the "treasures" and help the children label them. Let this display be their project -- one which they can handle. Develop the scientific skills of observation, comparison and reporting of what has been found.

Developing Vocabulary

On a warm and breezy day, let the children lie on their backs and watch the clouds as they move and change form. Help them imagine objects in the cloud formations. Describe clouds and how they might feel.

On a warm rainy day, when the rain has subsided to a sprinkle, allow the children to feel the rain, wade in a mud puddle, walk barefoot in the grass, and observe sprinkles on puddles. Have them describe rain when they return to the classroom, talk about rain, how it feels, how it looks.

Let the children show the meanings of words with their bodies (i.e., flowers growing, rain falling, wind blowing, leaves floating, etc.)

Express new word meanings graphically through various art media.

Give words and let the children draw pictures to illustrate the meanings.

Pantomime action words.

Developing Expression

Help the children develop an imagination and expression of feelings by presenting situations for pantomime. (i.e., "Imagine you have an ice cream cone for a friend on a hot day and the friend is not there yet." "Someone gave you something wrapped in a newspaper; show how you would peek to see what it is and how you feel when you discover it. Let us guess what is in the paper." "Someone has given you a spoon full of something. Show us how it tastes. Let us guess what it is."

- Continued on page 18 -

Oral and Written Language Instruction, con't.

Desires to know the meanings of new words and make them his own

Bases an understanding of new words upon concrete experiences

Expresses an understanding of new words through oral communication

Listens to a word and describes its meaning

Uses words freely and accurately

Utilizes his vocabulary in a creative way -- his choice of words carries his intended meaning

Relates experiences through speaking, dramatic play, pantomimes, creative dramatics, etc., thus developing background for written expression

Speaks clearly and distinctly in sentences

Desires to share his excitement and what he has created

Interprets his ideas so that others can understand him

Commands and utilizes a good speaking and listening vocabulary

Understands that verbal expressions can be written for others to read

Activities for Oral and Written Language Instruction, con't

Developing Oral Expression

Let the children express their feelings through puppets. Each child makes his own puppet according to his desire and introduces the puppet using a "puppet show" monologue approach. A dialogue with the audience could also be used so that questions and answers are used to develop language patterns.

Have a child begin a sentence and act out the ending -- the class guesses what has happened. (i.e., "On my way to Grandma's I (acts out falling down).")

Let children finish a sentence started by you or another class member.
"If I were a giraffe ____________________."
"When I go home after school ____________________."

Developing Voice Quality

Use the same word in various tones of voice and using different inflections. Have the children describe what is happening in each voice change. Allow the children to experiment with various inflections.

Experiment with various ways of saying the same thing using descriptive words to indicate the voice quality to be used.

Read stories in which the voice is used to infer various feelings and reactions. Some examples are "The Three Billy Goats Gruff", "The Three Bears," and "The Three Little Pigs."

Developing Language Rhythm

Allow the children to take turns expressing an idea or experience in a sentence. Repeat the sentence, then repeat the sentence again while clapping to the rhythm. Then clap the rhythm without the words. Let the children clap with you. Other sounds can be used such as tapping, snapping, clicking, etc. (i.e., "I went to the store." ___ ; "I got a bike for my birthday." — — — — — — — —) A variation is clapping out the rhythm of familiar nursery rhymes and have the children guess the rhyme.

The child who has developed readiness for READING instruction:

Listens for and identifies sounds around him

Discriminates between differences in tone, pitch, and volume

Hears differences in rhythm patterns

Listens to a rhythm pattern and repeats it by clapping, tapping, etc.

Distinguishes between various sound patterns used in speech

Discriminates differences in sounds of words and rhyming elements

Listens to a word and supplies a rhyming one

Hears differences and similarities in sounds of letters, notes, etc.

Hears and says endings on words

Listens for sounds that tell something(i.e., train whistle, fire bell, etc.

Identifies a corresponding object or concept which is represented by a sound or word he has heard

Associates words with pictures of objects

Looks at a picture and names familiar objects

Identifies a picture which describes a word heard

Uses oral context clues to identify a word heard

Gains meaning of a word by the context in which it is used

Exhibits the ability to learn new words associated with new concepts learned and explored

Understands shades of meaning indicated by inflections in the voice

Creates imagery by associating what he has heard with concrete experiences

Increases his aural vocabulary through a rich background of experiences

Observes details in pictures of objects
  Looks at a group of pictures and tells which does not belong
  Tells what is missing in an object or picture
  Associates objects or pictures which are the same or which go together
  Sees likenesses and differences in word shapes, objects and symbols
  Recognizes things which are opposites
  Identifies words which have the same beginning or ending
  Puts puzzles together and sees part-whole relationships of other kinds

- Continued on page 21 -

Activities to help the child develop readiness for READING instruction:

Developing Auditory Discrimination

Go on a listening walk to develop an awareness of sounds. Pantomime or demonstrate how the sounds heard were made.

Have several objects which can be placed in a small box in full view of the children. Place one object at a time in the box and shake it letting the children associate the sound with the object. Then place an object in the box without the children seeing it and have them identify the object.

Tap on various materials -- have the children decide what was used to make the sound -- what kind of object was tapped upon.

Play different tones on a pitch pipe. If the tone is higher than the previous one, have the children stand up; if lower, sit down; if it is the same, clap hands.

Tap, clap or snap a rhythm -- have the children repeat the rhythm.

In a picture containing many details, have the children find objects which begin with the same sound.

Have the children sing louder as a child comes closer to a specified object or softer as he goes away from it. This continues until the child finds the hidden object.

Find pictures in magazines for beginning sounds. Compile a class poster or page in a book for each sound studied.

Say a group of words. Have the children listen and determine which does not belong.

Developing Visual Discrimination

Have pairs of flannel cut-outs and several flannel boards for the children. Have them match the pairs individually. Two children could work together in this way: One child places an object on the board, the partner places a matching object beside it.

Place a series of cards with intricate designs or letters on them on an electric board. Let the children match the designs. This can be done individually or in pairs. If an electric board is not available, stick the cards to the chalk board with tape rolls and allow the children to draw lines to the matching designs.

Have the children look at a design or object which is completed, then finish the uncompleted object in that pair so they look the same.

Have various colors and sizes of shapes on a chart on individual cardboard sheets. Have sets of matching cutouts available so the children can place the proper cutout on its corresponding shape.

- Continued on page 22 -

Readiness for Reading Instruction, con't.

Utilizes visual memory in distinguishing forms and in relationships of one picture to another

Classifies pictures and objects in a logical way

Looks at a picture or group of pictures and tells the story suggested

Arranges pictures in sequential order to tell a story

Listens to a story
   Gives a story heard an appropriate title
   Retells the events of a story he has heard in sequential order
   Recalls specific events
   Answers factual questions about a story or passage heard
   Answers how and why questions
   Tells the ending of a story
   Draws a picture giving details which indicate he has comprehended what he has heard

Listens to oral directions and comprehends what is being said; he is able to follow through these directions

Understands concepts and ideas of material which he is about to read

Explains basic concepts of his environment

Sees relationships between occurances

Relates previous experiences to present situations

Predicts outcomes, draws conclusions, and makes inferences according to what has been heard

Predicts alternative outcomes based on past experience

Utilizes concepts gained from a variety of past experiences to solve a new problem

Follows pictures or objects in sequence to develop skill in reading on a line

Makes the shift from the end of one line to the beginning of the next

Associates written materials with what has been said or heard

Dictates stories and experiences for his teacher to write

Participates in the construction of an experience chart

Enjoys and "reads" materials on experience charts and in classmade books

Turns pages one at a time

Progresses from the front of the book to the back

Identifies an occasional sight word and indicates through actions or verbalization that the word has meaning for him

Activities for Readiness for Reading, con't.

Developing Visual Associations

Have a series of pictures of objects which are associated in some way. Have the child pair the pictures.

Discuss pictures in terms of what is happening, what will happen next.

Find pictures which show a process or tell a story. Paste each picture on cardboard. Have these available for the children to arrange in order.

Give a classification (i.e., cereal, fruit, etc.). Have the children go to the store and "buy" an article in this category. The store could consist of actual objects, empty cartons of objects or pictures of various objects.

Have each child cut pictures from magazines to fit in various categories. Paste each classification of object on a separate sheet of paper. Compile a class book for the areas studied.

Make a chart with pockets in three or four columns. Have the same number of categories at the top of the chart, such as toys, animals, people, furniture, etc. Place a stack of picture cards which would fit in these categories near the chart. Allow the children to insert the cards in the proper pockets.

Developing Comprehension Skills

After the children have become familiar with several stories and nursery rhymes, play a game such as the following: "I'm thinking of a rhyme about a mouse and a clock". Have the children repeat the rhyme after the name is given.

Have available pictures backed with flannel or sandpaper which tell a story. Give children the pictures and as a story is retold, have the child holding the corresponding picture place it on the flannel board in the proper sequence.

Developing Skill in Following Directions

Have available the necessary materials for making a simple 3-dimensional object. Have the children follow each step as you give directions for making the object. As they become more proficient, two or three steps can be given at a time.

Give each child a piece of paper. Give directions for placing objects or marks on the paper. (i.e., "Put a circle in the middle of your paper. Draw a tree at the top of the paper, etc.") Increase the number of directions as the students increase their ability to follow directions.

Give a series of oral directions for actions. Have the children follow them. Increase the number and difficulty of the actions and have them performed in sequence.

The child who has developed skills necessary for SPELLING instruction:

Articulates sounds and enunciates words correctly

Shows interest in printed materials

Shows an interest in having his stories, captions for pictures and other ideas written down

Shows an interest in copying signs, words from books, etc.

Understands that letters in certain combinations make words

Asks what certain combinations of letters spell

Realizes that letters must be in correct order to spell a word

Discriminates auditory differences among sounds of words

Identifies a letter in a word and sees and hears similarities to that letter in another word

Hears and identifies the position of a sound or combination of sounds in a word

Sees the relationships of rhyming words

Spells his own name

Activities to help the child develop skills necessary for SPELLING instruction:

Developing Awareness of Sounds

"Something Like That" helps develop awareness for initial and final sounds. Someone starts by saying, "I'm Thinking of something you can ride in and it begins like cat." Someone says, "Is it __?" "It" says, "No it is not _____." This game can also be played with rhyming words: "I'm thinking of something you can ride in and it rhymes with dart."

Look at a picture, name all of the things which begin the same; which end the same or which have the same medial sound.

Listen to a word -- tell whether the sound is in the initial, medial, or final position. Name others which have the same sound in the same position.

To develop initial or final sounds, have pictures which begin with various sounds studied such as b, d, p, m, available in a box. There should be two different pictures for each sound. The children match the pictures which begin or end in the same way. This can be done individually, in pairs or in small groups. The cards can be placed on a table top in pairs or on a bulletin, peg or electric board.

Play "Fish" using initial sounds. (i.e., " (name) , do you have a card that begins with /b/ ?" "Yes, (name), I have a boat." This also develops sentence "sense".

Developing Visual Discrimination

Prepare a series of cards which have intricate shapes or manuscript letters on them. Each card should be divided with an object or letter on each end. The children play "dominoes" alone, in pairs or in small groups.

Identify a pair of words which are alike from a series of pairs:

but tub   house horse   sat sap   top top

Developing Articulation

The teacher begins with a sound, the group follows with that sound and changes with her as she goes from one sound to another (ggg-bbb-ttt-ddd).

Variations: Children can be chosen as leaders
Blends of sounds can be used (ch, bl, gr, etc.)
Nonsense syllables (na na, non non, bla bla, etc.)
Actions can be added such as tapping elbows or head, or shaking a finger, etc.

Developing Enunciation

"It" is chosen and blindfolded. Children scatter and stop when the signal is given. "It" points to a child who enunciates clearly the word which is being worked on. "It" guesses the name of the child. Words in sequence can also be used.

The child who possesses skills necessary for beginning HANDWRITING instruction:

Coordinates eye-hand movements

Shows an established pattern of left-to-right direction in looking at pictures, working on paper, etc.

Holds a pencil, crayon or chalk and can direct it with a reasonable amount of accuracy

Understands that verbal expressions can be written for others to read

Shows an interest in what others have written

Recognizes the value of writing as shown by an enthusiasm for dictating stories, captions under pictures, copying signs and labels, etc.

"Writes" stories, letters, captions, etc., for others to "read"

Traces a design, object, symbol, with his finger, pencil, or crayon

Looks at an object, symbol, or design and makes one like it

Looks at an object, symbol, or design and draws it from memory

Possesses the necessary oral language vocabulary for understanding directions which will be given or words used to describe a symbol or process (i.e., left, right, up, down, tall, short, straight, slanted, circle, top, bottom, etc.)

Identifies similarities and differences in word forms

Activities to help the child develop skills necessary for beginning HANDWRITING instruction:

Developing Eye-Hand Coordination

There are many uses for peg boards -- one of which is making pictures or shapes. To help the child, have several simple shapes made of cardboard to be laid on the peg board. To hold the shape in place, insert a peg in the hole in the middle of the cardboard shape. Have the child place pegs around the shape. Holes can be designated by ink spots as desired. The card can be removed after the pegs have been placed.

Children enjoy tracing around templates of many kinds. These can be varied according to the season and can be cut out, pasted, etc. to make 3-dimensional objects. This project also gives experience in following oral directions.

Developing Fine Muscle Coordination

Fit various objects together such as puzzle pieces, nested cans, cubes, or cylinders; thread beads; or pick up objects with a magnet.

Use a piece of acetate or a prepared plastic board over prepared inserts on which line designs or simple line pictures have been drawn. Have the children use a grease pen and begin at a designated point and follow the line to the end. Left-to-right direction should be emphasized whenever possible.

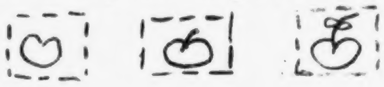
Fingerplays such as the following can be used:

This Little Cow

This little cow eats grass; (Hold up one hand, fingers erect
bend down one finger.)
This little cow eats hay; (Bend down another finger.)
This little cow drinks water; (Bend down another finger.)
And this little cow runs away. (Bend down another finger.)
This little cow does nothing (Bend down last finger.)
But lie and sleep all day.
--Mother Goose

Developing Left to Right Direction

Have a series of pictures on small cards which the child can arrange in order from Left to Right to tell a story. This same idea can be used for the stages of building an object or design, i.e.,



Developing Memory for Design

Give the children paper which has been divided into large squares. Show a card which has a simple design on it. Have the children copy the design in the first box. Continue showing the cards which have either designs, objects or symbols on them. The children should progress from left to right as they draw the object shown. The boxes can be numbered as an aid. After they become more proficient, show the card and have them draw the design, symbol or object from memory.

BEHAVIORAL GOALS AND ACTIVITIES
FOR
THE INITIAL INSTRUCTION PERIOD
OF
LANGUAGE ARTS INSTRUCTION

The child who possesses beginning skills in ORAL AND WRITTEN LANGUAGE:

Enjoys language activities

Participates actively in a wide variety of language experiences

Changes voice, volume and tone acceptable to the situation

Appreciates what others are saying

Uses social courtesies

Uses inflections to help convey meanings

Continues to develop his vocabulary and use of descriptive words

Utilizes his increasing capacity for pronouncing difficult words

Enunciates all parts of words

Utilizes the ability to use words and voice to set a mood

Increases variation in sentence patterns

Gives detail and is increasingly more accurate in explanations, descriptions, directions, etc.

Organizes a thought into logical sequence for speaking

Identifies the difference between a complete and an incomplete thought and expression

Expresses himself in complete sentences

Eliminates rambling sentences and those in a series connected with and

Excludes redundancy of phrases

Expresses ideas, thoughts, experiences with relative degree of competence and correctness

Eliminates errors in oral language (i.e., it don't, I knowed, etc.)

Mentions himself last

Uses correct pronouns

Substitutes pronouns for nouns accurately

Uses correct forms of verbs

Manipulates the order of words to ask and answer questions

- Continued on page 35 -

Activities* to help develop beginning skills in ORAL AND WRITTEN LANGUAGE:

Developing the Enjoyment of Language through Participation

Have the children create finger plays to celebrate a special day or an event of importance to them, i.e.,

Juan has a birthday
With a big, round cake
(Make circle in front with hands clasped)
One, two, three, four, five, six candles
(count on fingers by unfolding one at a time)
What a big, bright light they make.
(Make big circle above head)

Read several couplets to children and then have them create some and read them to the class, i.e., Maria loves to dance and sing
Her voice has such a happy ring.
It is often wise to present the first line and have the children make up the second line. Any first line with an easy-to-rhyme last word will encourage the children to try this verse form. Perhaps all of these can be typed on a primer typewriter and placed on the library table.

Utilize every opportunity to have children act out words, stories, and ideas. This not only adds to their enjoyment but also helps develop imagery for reading.

Create some situations and have children make up stories and record them on the tape recorder. Let them listen to themselves and see what changes they would like to make; then have them re-tape using their new ideas. These stories will make excellent material for the Library corner. As children listen to themselves, they often hear errors in their speech which they wish to correct. Some ideas for story situations might be:

"The Very First Thing Which I Remember"
"If I Were the First Person on the Moon"
"What I Would Say if I Could Talk to a Tree"

Developing Accuracy in Explanations, Descriptions, Directions, etc.

Have one child explain how to play a game. Have the children play and see if the explanation was correct.

Suggest that one child describe something but not name it. See if other children can guess what it is. Whoever guesses it becomes the next presenter of a description.

Ask one child to describe something in the room, have other children guess what it is.

Have one child explain how he prepared for a science experiment, what he did and what happened.

Show the children a picture. Take the picture away and have each child tell what he saw.

- Continued on page 36 -

* Refer to color coordinated section for additional beginning activities.

Oral and Written Language, con't.

Identifies and uses basic language structures

Writes a sentence using a given word

Writes a paragraph on a given or chosen topic

Hears the intonation of oral language and transfers it to written punctuation

Uses correct punctuation marks
    Periods: at the end of sentences
        numbers in a list
        abbreviations
        initials and heads (Mr., Mrs., Dr., etc.)
    Question mark at the end of an asking sentence
    Commas: in address, heading, greeting of a letter
        to separate date or address in written passage
        to separate words in a series

Uses capitals in proper places:
    names and titles
    proper nouns and pronoun I
    streets, city, state, countries
    first word in a sentence or quotation
    headings or titles
    holidays, months, days

Writes letters, invitations, requests for information

Takes part in conversations

Expresses appreciation, sympahty, apology and other emotions

Answers a telephone and takes a message

Makes simple introductions

Involves himself in group problem-solving situations

Contributes to group planning

Takes part in discussions

Summarizes results of discussions, meetings, planning sessions, etc.

Makes simple reports

Sticks to the topic at hand

Tells a story or relates an experience in sequence

- Continued on page 37 -

Activities for Oral and Written Language, con't.

Developing the Ability to Identify and Use Basic Language Structures

When you return from a trip with the children have them create a narrative for an experience chart. The main purpose of this type of chart is to keep a record of some experience which was shared by the group. The teacher will need to record the narrative for younger children while the older ones can make their own charts. An example of what children might dictate would be:

Where People Work

Illustrations drawn by children

Some people work in the house.
Some people work in the fields.
Some people work in the trees.
Some people work on the road.

Some other kinds of charts which can help children organize their thinking and formulate their ideas into basic language structures are:

Work Charts

Carlos - Plants
Jose - Host

etc.

Picture Charts

June

Labeling Charts

Our Rock Collection

Quartz

Granite
Etc.

Instruction Chart

Capital Letters
Names and Titles
Months and days
Etc.

It is good to remember that children learn best when their own experiences are involved. Children's language structure can be observed easily when children are involved in the importance of what they are saying. Since most charts of all types are composed of material which is important to children they want the final form to be correct and therefore seldom feel that the teachers are "picking on them."

Developing the Ability to Transfer Intonation to Written Punctuation

Teachers need to read aloud to children so that they may listen to the oral language pattern and begin to understand why the teacher pauses, stops, questions, etc. Later it is good to run off a copy of one page or so of a social studies book, let each child have a copy of the page. The specific selection should be chosen for its rise of punctuation and its need for voice inflection. The teacher and children should read the selection aloud in unison with the teacher providing the lead voice.

- Continued on page 38 -

Oral and Written Language, con't.

Involves himself as well as assumes a character

Increases his awareness and imagination through portrayal of characters

Expresses his feelings and experiences through body actions and facial expressions

Moves with freedom and skill to portray action in a pantomime or dramatization

Takes part in dramatizations, creative dramatics, puppetry, choral reading, etc.

Expresses moods and emotions through creative dance, rhythms, dramatics, etc.

Tells stories for the enjoyment of others

Transfers oral expressions, ideas, experiences into creative written material

Dictates materials to the teacher and copies what she has written

Writes a story and dramatizes it

Experiments with words and phrases in describing emotions and experiences in prose

Experiments with writing poetry as a means of relating experiences or telling something

Expresses himself in an imaginative and spontaneous fashion

Talks and writes in a deliberate and factual manner when the situation demands it

Utilizes writing in his personal life

Activities for Oral and Written Language, con't.

Developing Written Language through Functional Writing

As children work on a topic or unit of work they may need to write letters for information, send for free materials, write resource people to speak, show films, etc., desire to have parents visit their room for a special summary day or write to a friend or relative telling about their school experiences. Children may also need to write thank-you letters and letters to children who are ill. Alert teachers will utilize every opportunity to have children write meaningful, functional material.

Developing Imagination through the Portrayal of Characters

There are many kinds of dramatizations which are valuable to children and they should be encouraged to participate as much as possible. A simple beginning is to dramatize a song such as "Ducky Duddle" or "The Train Song" where the words reveal both action and sound. More complicated patterns follow with different children playing various parts, (i.e., "The Elves and the Shoemaker," "The Sleeping Princess", etc.) Another dramatic form is having various children read the speaking portions of the characters from a basic reading book. More creative forms involve children dividing into groups and making up a story and acting it out or taking a basic known plot and updating it for modern times.

Newscasters present an opportunity for a still different kind of dramatization. Assign certain children the task of listening to a particular newscaster and to study his style, mannerisms, speech, voice quality, etc. Have the children make a T.V. out of a large cardboard carton. Place spools on it for volume, on-off control, etc. Have the "broadcaster" on for a limited period. Have an "operator" turn the volume up or down if the voice is too soft or loud; have him turn the set "off" if the "broadcaster" goes beyond his time.

Developing Expression through Body Action and Facial Expression

Pantomime is one of the best ways to help children think through a situation in a very careful manner so they may portray meaning without the use of words. Body action and facial expression as expressed through pantomime also reflect new meaning back to the words or ideas shown through this media. Arranging children in small groups and having them "show" a word or an idea to another small group often works better than it does when one child presents to the whole class. More children can be involved in the small group process and hence interest and excitement are high. Some situations which lend themselves to pantomime are: community helpers (postman delivering mail, road construction crew fixing the highway, etc.); buying food at the supermarket; tasting something sweet, sour, hard, soft, etc.

The child who possesses beginning skills in READING:

Relates his own experiences to what is heard

Increases his appreciation and courtesy in listening to what others are saying

Becomes increasingly proficient in remembering and following directions

Carries out verbal commands or directions in sequence

Repeats verbal instructions, ideas or messages

Makes comparisons and mentally forms images and descriptions from something heard

Senses mood from something said

Listens for new and different words

Uses verbal context clues to identify meanings of unknown words

Identifies errors for self-corrections

Finds main ideas in something to which he has listened

Listens for specific information

Recognizes related ideas

Listens to find answers to predetermined questions

Develops an increasing appreciation for listening to dramatizations, stories, poems, music

Analyzes mood and purpose

Predicts what is coming next in a story or situation

Anticipates what will occur according to preceeding action

Discriminates fact from fantasy

Draws on a rich background of experiences to give meaning to new words heard

Shows increased interest in story recordings

Records original stories, riddles, and poems on tape

Takes an active part in dictating experience stories

Can identify his own contributions from among dictated sentences

Notices words which look and sound alike

Starts copying words for his own amusement

- Continued on page 41-

Activities to help the child develop beginning skills in READING:

Developing the Ability to Listen and Gain New Concepts

If children are to be expected to listen to each other, to the teacher, to sounds around them, to tapes, records, T.V. programs, verbal teaching machines and the like, then certainly proper conditions for listening are a must. Distractions must be cut to a minimum. For example, if a story is being read, then children need to be seated in a comfortable fashion which allows them to see and hear without strain, where any material might prove distracting has been removed, and where the voice and eye contact of the reader can be established and maintained.

Teachers need to establish good rules of listening for themselves. As teachers look directly at children who are speaking, other children tend to focus in the same direction. Some attention getting devices which are understood by the group are often helpful. These include such things as flicking lights, sounding a chord on the piano, etc. Once attention has been secured it is important that the teacher or child leader gives directions or presents material in an interesting, organized manner. If appropriate, flannel board illustrations, chalk drawings, roller movies or other visual aids help to hold the listeners' attention.

A story such as Harold and the Purple Crayon, can be read by the teacher and various groups of children are to listen for each time trees are mentioned and come quickly to the board and draw Harold and the trees. Other children listen for the part about house and draw houses of the kind described in the story, etc.

Sometimes we ask children to make a certain sound such as tapping on their table or desk every time they hear what they believe to be a new main idea in a story or presentation of specialized material. Listening for certain beginning sounds, rhyming words, sad words, gay words, known words, unknown words, etc., may be handled in the same way. The main idea is to attract attention and hold it by hearing something important to listen to!

Developing the Power to Analyze, Predict, Anticipate and Discriminate

Questions such as, "What does this word make you think of?" are imperatives to enlarging one's present concept about almost anything. The same is true of analyzing, predicting or anticipating events in nature. A walk to observe the kinds of foliage, small bugs, shadows, etc., should tell the children something of the approaching season, the amount of rainfall, etc. Reading a story should do much the same thing in predicting the true nature of the characters and what is likely to happen next.

Picture discrimination is also important. To be able to see what goes together, what does not belong, what is missing, what will happen next are all skills which help children anticipate and indeed figure out the next probable action.

- Continued on page 42 -

Reading, con't

Can read labels on various pieces of equipment

Can identify contents of boxes, etc., from picture and word clues

Enjoys simple picture and word lotto games

Participates in word games such as "I Spy Something That Begins with This Sound"

Shows an interest in seeing new words written down for him

Listens and identifies new words and repeats them in asking their meaning

Identifies words in writing which are part of his oral vocabulary

Uses new reading words in sentences to give them greater meaning

Possesses skills in bringing meaning and background experiences to the printed page

Reads from left to right

Uses a basic sight vocabulary

Looks at a letter and says its corresponding sound

Listens to a sound and identifies its symbol

Listens to a word and identifies the symbols which represent it

Identifies long and short vowel sounds by listening to them

Looks at vowels and consonants and gives sounds which represent them

Identifies consonant sounds in the initial, medial, and final positions of words

Sees that some words are identical except for initial consonants

Substitutes initial consonants to make new words

Finds or supplies rhyming words

Blends sounds of letters together, thus identifying a word

Knows and identifies blends, diagraphs, and dipthongs

Listens to a group of words and tells which does not belong and why

Looks at a group of words and generalizes to form a phonetic rule

Identifies unknown words through use of phonetic skills

- Continued on page 43 -

Activities for Reading, con't

Developing Identification Skills through Picture and Word Clues

Make labels for the various pieces of furniture in the room. When children have figured out that the sign on the back of the chair names the object, start playing scramble. Before the children arrive, mix up the labels placing most of them on the wrong object. See how many children can locate an incorrect label and place it where it belongs.

Have the children build a grocery store and stock it with empty cans, cereal boxes, etc. Be sure the cans have been opened upside down so when they are placed on the shelves with the closed side on top, the pictures and print will be right side up. Have prices marked on all merchandise. Let the children take turns as "clerk" and "shopper." See if the clerk can locate the right merchandise from word and picture clues and figure out the money necessary for the purchase.

Provide many simple lotto and other games. See if children can match the pictures, dots, or numbers required to play the game correctly.

Developing an Awareness of and Interest in New Words

Talk about new words in material you read to children and in material they read to you. If a child figures out the new word, ask how he did this. Encourage children to see that words that look somewhat alike may sound alike in some ways, (i.e., assuming the child knows the word ran and figures out the new word man he may be able to show how they are alike. Ask then if he knows any other words in the "an" family. It encourages children to know that learning to read one word often helps us to read other words.

Place new words on the board being sure to reserve one part of the chalk board for this purpose. Keep plenty of chalk and erasers handy encouraging children to copy the word under your model. A table near by with lined paper and beginners' pencils may encourage some children to copy the words on paper. Several sheets of this paper fastened together to form a little book will help children to keep a list of all new words.

Encourage children to keep a picture dictionary organizing their words by initial sounds, i.e.,

car	house	chair
coat	horse	change
cat	hill	chimney

Developing the Ability to Hear Differences in Sounds

Play the "twin" game. Tell the children you are going to say three words, two of which will start with the same sound and one which will start with a different sound. See if they can find the twins (the ones that start alike and/or the one that does not belong. This game can be used in many ways, (i.e., three objects, one of which does not belong; three words, two in one "family", one different, etc.)

-Continued on page 44 -

Reading, con't.

Divides words into syllables

Makes new words by substituting derivational endings

Identifies basic prefixes, suffixes and root words

Uses various ways of recognizing unknown words in a sentence:
- picture cues
- word combinations
- context clues
- configuration patterns
- similar words

Knows that words have more than one meaning

Chooses correct meaning of word according to the context

Uses words in sentences to show various meanings

Possesses comprehension skills:
- organizes ideas in sequence
- follows directions
- gives cause and effect of what has happened
- draws inferences and conclusions
- generalizes
- tells main ideas
- remembers specific details
- reads for information

Adjusts reading rate to type of materials

Uses the index to locate material

Shows interest in authors, illustrators and publishing dates

Tapes his own reading and evaluates it

Improves his oral reading and re-tapes and re-evaluates

Finds answers to specific questions within the context of the whole

Uses the material he has read as a basis for discussion and problem solving

Creates new ways of reporting what he has read

Increases the variety of his reading

Chooses a book in keeping with his independent level of reading

Enjoys the challenge of reading new materials

Seeks help when he does not understand the material

Finds enjoyment in various forms of literature

Activities for Reading, con't.

Developing Skills Necessary for Unlocking New Words

Make a set of words of more than one syllable. Use tag board or other stiff paper and cut words apart into syllables. Keep a matching set of words not cut into syllables. Have children arrange the whole word and the divided word side by side. After the children arrange several words in each column, have them develop rules for dividing words into syllables.

Make a set of cards with common prefixes and suffixes, making several cards with the most common ones. Make an additional set of cards with companion words for the suffixes and prefixes. Help children arrange cards so that meanings begin to become clear. (i.e., make several cards with the prefix sub. Have companion cards such as way, marine, urban. Have children arrange them as follows:

sub way
sub marine
sub urban

help them figure out the meaning of the prefix, sub, etc.)

Have the children make a list of common words with several meanings, (i.e., spring). Use the word in sentences showing as many different meanings as possible. This provides many opportunities for children to gain new concepts to associate with one word.

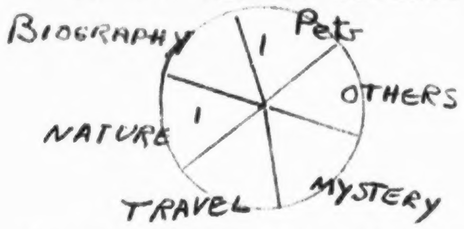
Developing Comprehension Skills

Have children make flannel board figures for a favorite story. Encourage them to tell the story placing the appropriate figures on the board at the proper time. Arrange a group of figures at random on the flannel board. Have children rearrange them to tell a known or creative story.

Bring several different newspapers into the classroom. Have different children read the lead story from their paper. Observe to see how different reporters and different newspapers handle the same story. Have children examine the papers to see what parts are in a newspaper. Have them report on the most unique advertisement, the most exciting job offer, the person they would like for a particular job, etc.

Developing Broad Horizons in Reading

Construct a reading wheel, have it duplicated so each child has his own. Show him how to balance his reading. Example:



1. Angus and the Ducks

Have the children list all books read and then place the number of the book in all appropriate columns. Many books fall into more than one category.

The child who possesses beginning skills in the MECHANICS OF WRITTEN EXPRESSION:

Possesses Beginning Spelling Abilities

Expresses a desire to write something

Understands that a particular word usually looks the same wherever it is found

Comprehends that there are rules which govern how some words are spelled

Recognizes that there are no rules governing the spelling of some words

Understands that spelling is basically visual

Concentrates on the shape of words as well as their sound

Writes (prints) the symbols of the language in proper arrangement and spacing

Knows the symbols of the language and their equivalent sounds

Knows that combinations of certain letters make certain sounds

Knows that two or three letters occasionally blend

Knows that two or three letters occasionally combine to form a new sound

Knows how to sound out a word which he does not know how to spell

Knows how to divide a word into its separate parts or syllables

Recognizes the common prefixes and their meaning

Recognizes the common suffixes and their meaning

Spells a word from memory

Spells a word from dictation

Develops an increasing writing vocabulary

Knows how to study a word to make it a part of his written vocabulary

Possesses Beginning Dictionary Skills

Hears differences in beginnings, endings and medial sounds and identifies them in writing

Arranges words in alphabetical order

Finds a word in an alphabetical list

-Continued on page 47 -

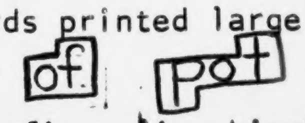
Activities to help the child develop beginning skills in MECHANICS:

Developing Memory for Design

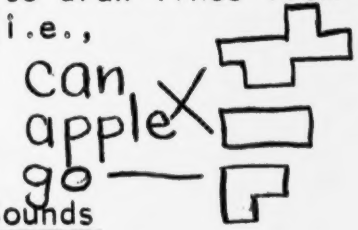
Draw a design on the chalk board. Erase the design and have the children make the design on their paper. The same activity can be used for nonsense syllables or a word when skill is gained.

Draw a square on the board. Place a symbol in a certain location. Erase the square and have the children duplicate it. The same can be done on a more complex level by placing several letters or the same letters in several areas of the square.

Developing Configuration Clues

Make duplicates of a paper containing several words printed largely. Have the children draw a block around them (i.e., ).

Have a list of words in one column and several configuration blocks in another. Direct the children to draw lines from the words to the blocks in which they would fit. (i.e.,



Developing Abilities for Using Word Sounds

Give a consonant sound, blend, diagraph or dipthong. Have the children determine what that sound reminds them of. Make up a limerick, couplet or short poem either describing the sound or using the sound in some way. Example: Chug - Chug - Choo - Choo
Chipper was a train
ch - ch - ch - ch
Chugging through the rain

Have the children give words which contain this sound. List these on the board. Occasionally a word will be given which contains the sound but uses a different spelling. The children should be helped to realize that certain letter combinations occasionally produce the same sound.

Developing Dictionary Skills

After the children have mastered the order of the alphabet and the letter names, play this game: Have the children sit in a circle. The first player names an object beginning with A, the second with the letter B, the third with the letter C, etc. It must be emphasized that the word must begin with the letter not the sound since the game is to strengthen abilities in alphabetizing. A list of familiar words placed on the board can be used with younger children who have not mastered a great spelling vocabulary. To make the activity more difficult for use with older children, have each child add a word (i.e., first child says apple, the next child says, apple,berry, etc.) To further complicate the process, have children use words within a certain category (i.e., foods, clothing, toys, etc.).

-Continued on page 48 -

Mechanics of Written Expression, con't.

Refers to a list of words to find the spelling of a word he does not know

Possesses Beginning Handwriting Skills

Holds paper and pencil correctly

Assumes a comfortable and "reasonable" sitting posture which enables him to write with correct form

Frees himself in the rhythm and mechanics of writing

Transfers stilted letters into a "personalized" form

Copies symbols or sentences from the board or other written materials

Writes a symbol or group of words from memory

Possesses skill and proficiency to some degree in manuscript writing of upper and lower case letters

Possesses some degree of skill in cursive writing

Knows the position and form of various language signs

Writes upper and lower case letters, name, familiar words from memory

Increases development of eye-hand coordination

Uses guidelines with increasing ability

Spaces letters and words into separate units

Leaves uniform space between words

Examines sample copies of handwriting to evaluate growth

Notes errors and devises ways to correct them

Works to increase speed in writing

Learns the difference between rough draft and final copy

Takes pride in the finished product

Writes short sentences which have been dictated

Writes a creative story, an idea or an experience with occasional help

Proof reads for mistakes

Activities for Mechanics, con't.

Developing Freedom in Rhythm and Style of Writing

Have the children develop more proficiency in manuscript by using it in a variety of ways--labeling, writing captions, making signs, and perfecting size and form in every day writing activities. Help them take pride in all of their work by stressing the importance of form, spacing, guidelines, etc. in writing of all sorts.

As the children begin to move from manuscript to cursive, help them develop a feeling for the flow in the following ways:

Play records which have a definite rhythm and have the children move their arms to the movement suggested by the music.

Transfer the large movement in the air mentioned above to smaller movements made on large pieces of paper. Designs using various colors and media can be made using the suggested rhythm of the music played.

Practice the form of cursive letters individually by first writing the letter in the air as previously described for the arm movements. Then transfer to fill the entire page of a piece of paper.

As the children begin to connect letters for words, have them write in the air in large circular and rhythmic movements following the leader who directs the activity. Music can be used to suggest rhythm and direct the arm movement. Later a word can be used to "write" after the basic movements by themselves have been developed. As the children develop more freedom and are more "conscious" of words to write and spell correctly, they can take their turns as leaders. As the children practice following, they will become proficient and soon a person can write a word in the air in large rhythm form and the other members of the class can guess the word which has been written. The child to guess the word correctly can take his turn. Later, transfer this to writing a word to fill the entire page. The next step down would be to write the word still smaller but not confined to small lines--perhaps using only half a page. As in manuscript, small muscle coordination must come first before restriction to small guidelines.

Developing Increased Eye-Hand Coordination

The activities listed above will not only help develop freedom of movement but will also develop further eye-hand coordination. Additional activities for eye-hand coordination are the following:

Beginning at a designated starting point, trace a line maze to the end
Complete a dot-to-dot puzzle
Kinesthetically trace a word
Pick-up-Styx
Work intricate puzzles
Make objects by gluing toothpicks together
Copy or draw designs on the chalk board, etc.

BEHAVIORAL GOALS AND ACTIVITIES
FOR
THE ADVANCED INSTRUCTION PERIOD
OF
LANGUAGE ARTS INSTRUCTION

The child who increases his capabilities in the FUNCTIONAL AND CREATIVE USES of the language:

Uses an increasing oral and written vocabulary through listening, speaking and reading experiences

Uses the dictionary to help develop and strengthen a functional vocabulary

Uses phonetic and structural analysis in developing his vocabulary

Varies sentence patterns in an interesting and effective way

Establishes sentence and paragraph structure in creative and functional writing

Uses and knows the functions of grammatical terms (common and proper noun, verb, adjective, adverb, preposition, conjunction)

Uses correct forms of pronouns

Uses verb forms with increasing proficiency

Uses present and past tense of verbs

Uses possessive, singular and plural forms of nouns

Uses and compares adjectives and adverbs

Uses agreement of subject and verb

Identifies subject and predicate

Uses determiners correctly (a, an, the, etc.)

Identifies and avoids using double negatives

Uses additional punctuation and capitalization with increasing accuracy:

> Uses commas to separate parts of compound or complex words
>
> Functionally uses quotation marks, exclamation marks, hyphens, and apostrophes
>
> Capitalizes topics in an outline and places periods after numerals or letters

Uses the language in functional writing such as writing reports, outlining, giving directions, keeping records, taking notes, etc.

Writes letters for various purposes: business, personal, invitations, thank yous, sympathy, etc.

- Continued on page 5-

Activities * to help the child increase his capabilities in the FUNCTIONAL and CREATIVE USES of the language:

Increasing Vocabulary

Have each child keep a box of cards containing unknown words heard and those met in content areas and other readings. On one side print the word--on the reverse side, write the dictionary definitions and use the word in a sentence. Arrange these words in alphabetical order under letter tabs. Each new card should be filed in the correct place as soon as it is written. This could also be done as a class project having a group box.

Have a child give a root word and use it in a sentence. Someone adds a derivational ending to that word and uses it in a sentence. Continue this activity until no more derivations can be thought of. To help the children, a list of root words could be placed in a column; a list of derivational endings placed in another. The dictionary could be used as further aid. The activity can be carried further to use suffixes and prefixes previously learned. They could be placed in another column.

Increasing the Functional Use of the Language

Have each child write a sentence of a specified nature (i.e., describing a person, telling about an activity, etc.) Collect the sentences and assign each to a child who will in turn re-arrange the sentence to tell the same thing in a different way. Both sentences should be written on a piece of paper with the re-arranged version under the original sentence.

Give several words which can be used for various parts of speech. Have the children use these words in sentences; one for each part of speech.

Plan to produce a play, a display of projects, give a tea, etc. Have each child write an invitation to his parents or to someone else he would like to attend.

Increasing Skill in Creative Writing

From time to time, give the children nonsense topics for creative writing purposes. Compile a class booklet under the same title. Have each writing typed and mounted on a page, across from which is an illustration by the author. Other writings and stories can be compiled in class or individual booklets.

Encourage the children to experiment with poetry and various forms of verse. Stimulate their interest through direction, examples and by displaying individual words on the board or in a class book.

Creative writings can be put on tape and used later as the basis for a play, class presentation for parents, puppet show, etc.

- Continued on page 55-

* Refer to color coordinated section for additional beginning activities

Creative and Functional Uses of the Language, con't.

Expresses himself creatively through writing

Writes stories, ideas, or experiences in prose

Expresses feelings and experiences through poetry

Portrays the feelings and experiences of others and self through puppetry, creative dramatics, role playing, dramatizations, etc.

Possesses skills in storytelling for the enjoyment of others

Produces mood and effect through speech

Prepares a speech with skill

    Selects a topic
    Narrows the topic
    Uses source materials
    Writes a report
    Presents material

Evaluates his own speeches and the speeches of others

Tactfully gives criticism and commendation where due

Agrees or disagrees effectively and tactfully

Gives directions and explanations

Possesses skills in conversation and recognizes appropriate times and places to hold conversations

Uses social courtesies in all situations as well as in telephoning, interviewing, introductions, and greetings

Changes a topic effectively and tactfully

Participates in committee work

Participates in panel discussions, debates, and reports

Participates in class projects such as writing plays, debates, newspaper articles, etc.

Participates in the planning writing and production of a program

Activities for Functional and Creative Uses of the Language, con't.

Increasing Presentation Techniques

The following activity can be used with creative or published stories: Arrange, with the teachers of the early grades, to have individuals or small groups of children tell or dramatize stories during their "story hour". Use should be made of flannel boards and illustrative pictures, etc. to create more interest. This type of program can be set up on a regular schedule allowing each child an opportunity. The presentations should be prepared well in advance and "practiced" several times before the actual production. The individual could practice several times on tape, and then listen and evaluate the presentation. After this taping phase a good "practice session" could be to have the individual or group present it to his own class. Allow the children to tactfully evaluate the presentation giving help and encouragement to the individual. This evaluation session could be conducted as a group or individually on a "secret" message basis.

A variation of the above activity is to produce a puppet show for small groups, in early grades or for the entire school as part of a class project.

As a class, make an evaluation check sheet for individual or class presentation such as speeches, monologues, project presentations, etc. This can be duplicated and used from time to time throughout the year for both self-evaluation and tactful evaluation of others.

Increasing Skills in Giving and Following Directions

Have each person decide on a small object to make, design to draw, etc. Have him prepare directions for this project. Have the class follow the directions and hand in the finished product. First, the student should make the project and then write the directions. The directions should then be evaluated by the teacher and the individual student simultaneously as in an individual conference or handed in and corrected. The presentation of the directions could then be given orally or duplicated and given as a project to be finished during a specified or "free" period during the day.

The teacher gives a series of directions, the children follow these directions in sequence.

Obtain a city map for each child or duplicate a detailed map of the school community or other area. Give a copy to each member of the class. Have an individual give directions to go to a specific place and have members of the class follow the directions using their maps. The first to find and name the place designated takes a turn giving directions. (i.e., "You are going North on Maple Street; turn left on St. John's until you come to the Old Church," etc., etc.) The same activity can be used for a map of a country studied, a city or area involved in a story, etc.

The child who increases his capabilities in READING:

Increases his listening vocabulary

Maintains skills previously learned

Becomes more insightful about what the author is saying

Reads in thought units

Understands units of increasing size: phrase, sentence, paragraph, selections

Exhibits a keen interest in acquiring new words

Notes author's unique use of certain words and expressions

Becomes more aware of the importance of noting details, especially in technical material

Remembers what is read and utilizes it for building new understandings and concepts

Improves ability to draw inferences, predict outcomes, and make comparisons

Understands figurative and idiomatic expressions

Differentiates between relevant and irrelevant information

Listens to a passage or thought and tells if it is fact or opinion

Listens to a report and summarizes what has been heard

Reorganizes something heard

Listens with an open mind and evaluates presentations according to evidence presented

Withholds judgment until he has read the whole passage or heard all there is to hear

Attempts to understand all sides of a controversial issue

Can detect propaganda and its purpose

Raises pertinent questions

Compares various authors' views on the same subject

Locates details to support a point of view

- Continued on page 58 -

Activities to help the child increase his capabilities in READING:

Increasing Vocabulary

A variation of Bingo can be played to help develop the children's vocabulary and word meaning. Make cards of oak tag and divide them into 25 squares. In each square print or type a word with which the children are familiar but which also needs further work. Print or type the same words on small squares which are to be drawn from an envelope. Give each child a card. Markers can be used as desired or the child can be given the square drawn if it matches the word on his card. The game can be played in several ways according to the purpose in mind. Two suggestions follow: The teacher or child draws a word from the envelope and gives the definition. The child who has the corresponding word on his card calls out the word and marks it.

The teacher or child draws a word and calls it out. The child with the same word gives the definition before marking it.

Increasing Skills in Reading Thought Units

Write phrases on a series of oak tag cards. These can be used individually or in groups for the following activities:

--Have the child draw a card and use the phrase in a complete sentence.
--Give each child a phrase and have him write a sentence containing it. This sentence can then be used in a paragraph.
--Use the cards in a stack having the child read each phrase until he comes to a card with a red dot on it. The next child proceeds until a red dot appears, etc.
--Direct a child or children to arrange a series of phrases which would go together (i.e., the little red wagon; with wire wheels). Use these in a sentence.
--Have a child or children arrange all the phrases in categories (i.e., describing something, showing action, involving shape, etc.)
--Many, many more!

Tape stories read by yourself or another adult who reads smoothly and with expression. Have the children follow the story for rhythm of the language, thought units, etc. This is a good individual assignment if earphones are available.

Increasing Skill in Noting Details

A fun activity for increasing skills in noting details consists of the following: place several intricate objects on a table, conceal this from the children until you are ready for the activity. Have the children file past the table to observe the objects. After all have returned to their seats or to a designated area of the room, have one person describe an object and another give the name (i.e., "I saw a piece of metal which was bent in several ways, connected to something white"--"I saw it too--it is a paper clip on a note card.")

- Continued on page 59 -

Reading, con't.

Selects the right information to support a point of view

Selects important facts from an argument, debate or discussion

Takes pertinent notes from a film, speaker's message, etc.

Makes use of the index and begins to cross reference

Interprets graphic representations such as maps, graphs, charts, etc.

Utilizes the glossary, appendix, footnotes, and bibliographical data

Uses many kinds of specialized books such as encyclopedias, atlases, almanacs, etc.

Improves library skills by using card catalogues, files, etc.

Shows increased concern in the handling of books

Adjusts rate and method of reading to the purposes involved in the reading

Creates new and exciting ways of sharing material

Reads many books of varied interests and levels

Enjoys advanced word games and is adept at following directions

Enjoys using new words and plots to create original stories, poems, etc.

Activities for Reading, con't.

Increasing Skills in Sharing Materials

For each book read, have the children complete a card with the following items: book type, author, title, a summary and a recommendation. These cards should be placed in the class card file for the children's use. The file can be arranged according to a class and teacher made list of book types. The cards in each category should be alphabetized according to the authors' last name. Children will find it helpful and fun in searching for a book to read. This not only helps others in search of a book, but also helps the children gain skills in summarizing, keeping precise information, skill in alphabetizing, etc. Careful guidance should be given so that accuracy and efficiency is stressed. Each card should be checked by the teacher before the child files it. Example: (5 x 8 card)

Animals

Pomerantz, Charlotte, The Bear Who Couldn't Sleep

Summary:

Recommendation:

Conduct a book sale from time to time. The children try to sell the book which they have been reading. The "buyer" gives a slip of paper with his name on it in payment. The slip is kept in the book until the "seller" is finished.

The above book sale can be conducted as an auction. Each child can possess a given number of "chips" and bargain for a particular book according to his interest in it. The auctioneer must "advertise" the book in trying to sell it at a higher price.

Conduct a Storytelling Hour at designated times during the year. Prepare presentations in small groups or individually as a means of sharing a story. Allow the children to use their imaginations in presenting the story in an interesting way. Help them find various media to portray the story.

Increasing Skills in Writing Stories and Poems

Show a film which tells or suggests a story. Do not use the sound portion of the film. Lack of sound will help to stimulate creative thinking. Use this as a basis for individual stories. These can be typed and made into a class booklet. The children and you will be surprised to see how many different ideas are formed from the same film when the thinking hasn't been done for them.

The child who increases his capabilities in the MECHANICS OF WRITTEN EXPRESSION:

Possesses Spelling Skills

Possesses and uses a well developed oral vocabulary

Enunciates and articulates words correctly

Writes and identifies upper and lower case letters

Hears and writes consonant sounds, blends, and diagraphs

Hears and writes various spellings for vowel sounds and dipthongs

Knows and uses structural analysis and phonics in spelling a word

Identifies and uses various prefixes, suffixes, root words and derivations to further develop skill in spelling and develop vocabulary

Identifies and uses contractions

Uses an adequate and individual procedure for studying words

Attempts to master difficult words and words in context areas

Spells words correctly in written work

Possesses Additional Dictionary Skills

Possesses skills in alphabetizing

Understands and uses guide words in a dictionary

Locates a word quickly

Comprehends the various meanings which are given for a word

Selects a meaning which fits the context and adapts the stated meaning to use in written material

Uses dictionary freely and accurately to check for spelling, derivations, syllabication, pronunciation, etc.

Enjoys exploring the origin of words

Possesses Additional Handwriting Skills

Possesses a writing style of his own

Copies written materials

Uses cursive writing with increasing skill, speed, and accuracy

Continues to use manuscript for labeling, captions, lettering, maps, etc.

Accomplishes neat and accepted form in writing through spacing, margins, indentation, punctuation, slant, shape and size of letters

Activities to help the child increase his capabilities in the MECHANICS OF WRITTEN EXPRESSION:

Increasing Spelling Abilities

Give the children a group of words in scrambled order. Have them unscramble each set of letters to spell words with which they are familiar. To help the children in beginning this activity, scrambled words could be placed in a column on the left and the words with which they are to be matched in a column on the right. The children can draw lines individually or have the columns on the board as a group activity. (Note: it should be remembered that the words must be a part of the children's vocabulary so that they are able to decipher and meet success.) These words can be correlated with a unit of work, content areas or words of interest. To vary the activity, have words with interesting meanings not on a spelling list or from content areas. Use these words to stimulate a conversation, discussion or report topics. A variation for small groups could be to give each child a different scrambled word. When the word is deciphered, each child writes his word on the board and uses it in a sentence.

Increasing Dictionary Skills

A variation of the above activity could be used to develop dictionary skills: After the children have unscrambled the words, direct them to use the following dictionary activities:

First word: Give the guide words used on that page of the dictionary
Second: Use this word in a sentence using one of the meanings given
Third: Tell the parts of speech listed for the word. Use each in a sentence
Fourth: List prefixes and suffixes used with this word
etc., etc., etc.
Arrange the unscrambled list in alphabetical order

Increasing Handwriting Abilities

As a group, make a check list for evaluating handwriting. Duplicate this and give each child a copy whenever necessary. Have the children use this check sheet from time to time. Have them occasionally turn in the evaluation check sheet with a theme or other written project which they have evaluated. Examples which might appear on the list are: Is there proper spacing between the words? Did the size of the letters remain the same? Was indention used where it was necessary? etc.

Have the children bring in numerous examples of cursive writing from various people used for various reasons (i.e., letter from someone, a grocery list, note from one member of the family to another, a telephone message, etc.) Concealing the source, display the samples under headings of the uses. Each heading could be on a separate large chart or the entire display could be placed on a wall, on a bulletin board, chalk board, etc. Leave the display for a few days and allow the children to examine the samples. After the observation period, give each child a duplicated copy of the class-made evaluation check list mentioned above and have them evaluate the handwriting groups. Discuss the results of the observations and evaluations in terms of applying it for their own use.

APPENDIX I

READINESS ACTIVITIES

⑧

READINESS ACTIVITIES

1;2* Using Large Blocks

Large blocks are an important part of the outside equipment in any school for young children. No playground is really complete without some outdoor blocks and small boxes and lengths of smooth boards. Blocks of waterproofed plywood in sizes about 4"x6"x12" can be made in a local cabinet shop. While they cannot be left out in the rain, they withstand the ordinary dampness of grass and ground. Many are the engineering feats possible with substantial blocks. Laid in a row they form a walk or a road. They may be used to make a house with high walls or one with rooms laid out in patterns. When the bunny needs a pen, it's easy to make him one with blocks so that he can be left free to hop around on the grass for part of the morning. Blocks can be carried, sat on, stood on, walked on and used as cargo for wagons and wheelbarrows. Building with large blocks is important in the development of muscles and the emotional satisfactions it gives as well as for the problem solving that develops from it.

Boxes, Boards, and Barrels

Many other pieces of equipment promote large muscle development. Nothing, of course, takes the place of a small tree with low growing limbs in giving children a sense of achievement and the fun of being up among the leaves. Large saw horses with rungs on the side make an easy beginning climbing experience for the younger child. Packing boxes offer climbing possibilities as well as serving purposes in dramatic play. One child will make steps with blocks to reach the top of the box. Another will pull a board over and lean it against the top as a ramp for climbing. Even cardboard cartons are good for a morning of play outdoors, to be carried around, or to be combined with blocks for a house. Smooth varnished or painted boards of different lengths make a valuable addition to the playground equipment. One of their greatest values lies in the challenge they offer the children to set up new combinations for play. A board from a rung in the jungle gym makes a gentle incline or a steep one, depending on where it is placed. Short boards add interesting possibilities in block play. Long boards can be combined with saw horses to make walking boards or bouncing boards -- if they are flexible and strong.

Barrels are fun too. Climbing into a barrel is a real feat for the child. Once there he can pop up like a jack-in-box. Rolling inside the barrel like the little pig in the story is possible if someone pushes. Barrels are fun to crawl through! Barrels can also be sawed in half and mounted on castors with a rope attached. Then they become wagons for transporting materials or even people in the style of "three men in a tub." The children in one school enjoyed having a real pump (found in a second hand store) fastened to the top of a barrel. They loved to watch the water rush out of the spout and gurgle back into the barrel, or fill their dishes for the sand box. Pumping is good exercise, too!

---

* Numbers refer to references in the Bibliography and page number on which the activity was found

** Balance Beam Activities

Balance beams can be used in numerous ways. Your imagination can be used as well as the following suggestions:

Walk forward with (a) follow steps, (b) ordinary steps

Walk sideward left and right with (a) closing steps, (b) cross-step in front, (c) cross-step in rear, (d) alternate cross-step in front and rear

Walk backward with (a) follow steps (b) ordinary steps

Note: The above exercises may also be taken while carrying a book on the head or holding erasers on the palms or backs of the sideward extended hands.

Exercises in the middle of the balance beam:

- Kneel on one knee, stand and continue walking forward.
- Kneel on both knees and grasp beam with both hands. Stand and walk forward.
- Squatstand (bend knees). Straighten knees and walk forward.

2;115 Mimetic Activities

In these, participants perform a single type of movement that some other person, an animal, or a machine performs. The performances are in pantomime, without equipment. A few ideas include:

- Duck waddling
- Frog jumping
- Tree swaying
- Woodpecker tapping
- Ironing
- Carrying ice
- Climbing ladder
- Birds flying
- Climbing stairs
- Pulling a sled
- Washing clothes
- Swimming
- Rowing a boat
- Sawing
- Train
- Jumping rope
- Bear walking
- Horse galloping
- Jack-in-the-box
- Airplane flying
- Sweeping
- Hoeing garden
- Doll walking
- Digging a hole
- Pushing grocery cart
- Picking flowers
- Going wading
- Riding tricycle
- Pumping water
- Chopping wood
- Painting a wall
- Skating

3 Animal Walks

Bunny - Raise the hands to the side of the head. Hop on both feet. Wiggle the ears as you hop by moving the hands.

Baby Chicks - Stoop low to the floor. Hold hands facing down. Join thumb and second fingers. Open and shut the hands as the chicks peck around.

Rocking Horse - Stand with hands on hips and legs astride. Rock forward lifting heels from the floor, rock backward lifting toes and continue.

Rooster Walk - Holding the head and chest high, strut forward with knees straight and hands at the side of the chest. Wiggle elbows as flapping wings.

Bear Walk - Bend over from the waist and touch the floor with the hands. Keep the legs stiff. Move forward walking the hands and plodding the feet behind in a crosslateral fashion. Keep the head up.

** Submitted by teachers

Birds - Stand on tiptoe and wave the arms slowly up and down. As the "wings" move faster, run tippy-toe around as if you were flying. As the flapping slows down the bird comes slowly to a stop.

Elephants - Bending forward at the waist allow the arms to hang limp. Big, lumbering steps should sway you from side to side as you walk, imitating an elephant and his trunk.

Ostrich - Bending forward at the waist, grasp the ankles. Keep the knees as stiff as you can. Walk forward stretching your neck in and out.

Kangaroo - Stand with the feet together. Bending the elbows out from the body. Leave the hands dangle limply. Do a deep bend with the knees and jump forward.

Duck - Do a deep knee bend. Place your hands behind your back with the outsides together and fingers extended as the tail of a duck. Walk forward one foot at a time but remain in the knee bent position.

Frog - Do a deep knee bend with your hands on your hips. Extend one leg to the side and return. Extend the other leg to the side, and return.

Prancing Horses - Standing, fold arms across the chest. Throw the head upward and back. Prance around lifting feet high and pointing toes.

4;37 Monkeys in a Tree

Teacher stands close by. Use the jungle gym or ladder bar. Children climb, hang with both hands, hang with one hand, and hang by knees from jungle gym or ladder bar. This is a free play activity with the teacher calling: "Can my monkeys hang by their left hand?" etc. As the children participate the teacher will note the strength or weakness of their large muscles and will plan other activities as needed.

Call Ball

Use a 10" ball and not more than five players. One child will call the name of another player then toss the ball up. The player whose name is called catches the ball, then he does the calling and tossing. If a child fails to catch the ball, the tosser gets another turn.

5;63 Ball-Bouncing Activity

Tell the children that you are going to show them a special way to bounce and catch a ball. Show them how to hold the ball in both hands (as though their hands were a bowl turned upside down) and then, with both hands pushing evenly and at the same time, make the ball bounce on the floor. They are to quickly make a bowl again (palms turned right side up this time) and catch the ball in the "bowl" as it bounces upward. Each time a child tries this activity the teacher should first demonstrate while the child watches. You may have to repeat the demonstration at intervals. He will imitate what he sees more quickly than he will follow verbal instructions.

When the child is able to perform this activity exactly as described, let him count "1-2-3-4" (one count with each bounce). After many experiences on different occasions, the child will begin to be able to do this activity rhythmically.

As large-muscle coordination improves, you may place four or five large pictures (each mounted on a cardboard shirtback) along a blackboard chalkledge. The child should stand approximately five feet away and face the pictures. Then he may say the name of each picture as he bounces the ball, one bounce for each picture. Encourage him to say the name as he bounces the ball, not after or before. Encourage him to name the pictures from left to right (this develops a reading skill).

This game is not to be introduced until children have had many opportunities to roll and throw a ball (it is harder to catch a ball than to throw it, harder to throw it than to roll it).

5;65 Launch the Space Ship

A large rubber ball and five plastic blocks are needed for this activity. Children are seated in a large circle. In the center of the circle the teacher marks a small square to indicate the launching pad (with white chalk). One child builds the rocket ship by piling the five blocks to make a tower-like structure. The children count the blocks as they are piled, "1-2-3-4-5." A child in the circle is given the ball. He rolls the ball toward the target after the children, in unison, chant the countdown, "5-4-3-2-1-zero, fire away!" If he hits the target he may take one block, stacking the remaining blocks in readiness for another launching. Then he chooses another child to roll the ball and the game continues. If the ball does not hit the target but rolls by, the child closest to it when it stops gets the next turn.

6;83 Posture Exercises

Walk with book on top of your head.

Pretend someone is pulling you up by hour hair; walk around for a little while. If you can't imagine it, pull a little part of your top hair for a moment as you walk, or stand, then let go and walk or stand in same position.

6;84 Breathing Exercises

Blow fluff off the hand saying wh, th, f, th-sh, f-sh, s-f, f-s.

Hold hands on lower ribs, take a long breath and say a jerky "sh" like the starting of a train, as the breath comes out.

Hold hands on lower ribs and inhale a long breath, then exhale it, saying "sh" quietly as the breath comes out.

Laugh aloud, or close the lips and laugh noiselessly through the nose. (Feel diaphragm and see what happens to it.)

Creative Play Rhythms

Be a rabbit hopping, (hop)
Be a butterfly. (flutter arms)
Pick a flower, (bend down)
Catch a leaf, (arms up, on tiptoe)
Whirling up so high! (jump lightly)

Climb the mountain, (step in place)
Climb the hill. (step in place)
Jump five ditches, (five jumps in place)
Then stand still. (stop)

See a turkey strut, (hands on hips, chest out, short steps)
And a rabbit hop, (hands on hips, hop)
See a duck waddle, (squat, arms akimbo, waddling steps)
And a frog go "Plop!" (jump lightly, then squat)

Squirrels scamper up a tree (run lightly down the aisle)
Picking all the nuts they see. (raise arms, pick nuts)
Scamper back and in a heap (run back, hide nuts)
Pile the nuts, then go to sleep (squat down, curl one arm over
head, close eyes, sleep)

--Mona Aanrud

5;80 Tactual Discrimination

Bring to the classroom squares of felt, wool, silk, cotton, etc. First, let the children feel them and discuss which ones are rough, which ones are smooth, which ones are thick, which ones are thin. Without looking, let a child feel one of the squares. Have a duplicate set of squares on the table. After feeling the square (which the child should not see) he may go over to the table and choose (by feeling) a cloth square which he thinks is like the test square. Then let him "test" his choice by comparing it with the original square.

After the children have become more familiar with the feel of the cloth materials ask them to try to select the identical squares by feel alone (if children have difficulty naming the materials but can identify colors, the samples should each be a different color). Then a child may say, "it is the (color name) one."

Compile duplicate sets of colored sticks. Each set is a different length. Let the children take turns identifying, by feel alone, the difference or sameness in length of two sticks (one from each set).

Using foods with varying degrees of hardness and softness, give the children the experience of telling the difference in the "feel" of the foods as they eat them. Eating an apple and a banana is a good beginning experience.

Ask the children to note the difference between the feel (by touching with fingers) of warm (not hot) water and ice water, between the feel (by eating) of ice cream and warm pudding.

Select fruits and vegetables with rough coverings and smooth coverings. Using the same procedure as above, lead them to note the differences in texture.

6;54 Pantomime Feeling

Feel the shape of something
Feel your way into a room
Feel some material
Feel the size of something
Feel for the lace and lace your shoe
Feel the door knob
Hunt for and find your clothes through feeling
Hunt for the window and try to open it
Hunt for the light switch
Put your hat on by feeling

4;56 Observing and Describing

Have a child look at something in the room very carefully and describe it to the class. Let various children guess what he is describing.

The children sit in a circle. One child stands in the center. the child in the center says, "On my way to school today my eyes saw a ______", and he acts out what he say (a bird flying). He then calls on various children to guess what he saw. If a child guesses correctly he becomes the actor and the actor takes his place in the circle.

6;54 Pantomime Seeing

Show how you react to seeing very different things:

Look for a lost ring
Sight an airplane
Look for a story in a book
Look in a mirror
Look at a new pair of shoes
See if a picture is straight
Look at the length of your dress
See someone in the distance
Find a spot on your clothes
See an animal in a tree

4;57 Observing Shape

Let the children trace the outline shape of a picture. Tack the outlines to the board and let the children guess what the objects are.

Silhouettes, cut from black paper and used in the above manner, help the children develop shape observation.

On the overhead projector place felt or paper objects. These will cast a silhouette that the child can identify. The image of the object is large enough to see and captures the child's attention.

Basic shapes need special attention. Examples: squares, triangles, ovals and circles. Put large forms of these geometric shapes on the chalkboard. Point to a shape and have the child make it in the air.

Ask the children to draw as many things as they can that have the shape of a circle. Also have objects on a flannel board and remove those that contain the shape of a circle.

Make picture puzzles. Paste a picture on heavy paper. Cut it into three pieces. Put the pieces into an envelope and have a child build the picture. When he can identify the picture, have him make up a name for it. An experience story can develop easily from this point.

Cut an opening in the lid of a shoe box large enough for the child's hand. Put into the box a variety of small toys that can be identified by shape. Let a child reach into the box, find a toy, and say, "I think I have a _____." He pulls the toy out. The other children say, "Joe has a _____."

5;72 Size Concepts

Use different sizes of the same real object (later use blocks or pictures of objects). Let the children tell which object is the biggest; which is the smallest; which are the same size. This activity teaches a recognition of likeness and difference.

Give the children a small doll and a large doll, a small set of doll clothes and a large set. Let them dress the dolls. This game develops awareness of size likeness as well as size differences. Vary this activity by substituting paper dolls and paper garments for the real articles.

Read and discuss the story, "The Three Bears." Then structure a felt board activity in the following way: give to three children, in turn, the father bear, the mother bear, and the baby bear. Each child, in turn, places his bear on the felt board. Give three other children, in turn, the larger chair, the middle-sized chair, and the baby chair. Each child "finds" the chair that belongs to one of the bears by placing a chair on the felt board beside a bear. Let the other children decide whether each bear has the correct chair.

5;76 Size and Number

A little finger, (hold up little finger)
A larger finger, (hold up forefinger)
A great big thumb I see (hold up thumb)
Let us count them.
We can do it
One, two three. (As the little finger, the forefinger, and
    the thumb are held up successively, each is touched with
    the forefinger of the other hand)

--B. Mathews

5;67 Color Concepts

Magnetized Felt Pictures. Give each child a magnetized felt sheet. Place a number of colored felt pieces of different shapes within reach of each child. Encourage them to make a "picture" by arranging the felt pieces in different patterns of their choice on the magnetized sheet. Later discuss the names of the colors. The teacher holds up different shapes, one at a time, and names the color of each. Then she asks, "Who has one like this in his picture?" The children look for and find the colors. This activity promotes both shape and color recognition and matching.

Before the children begin to draw or fingerpaint, the teacher may say or read a color poem to them. As the colors are named in the poem, she holds up each color (as it is named) for the children to see. Colored construction paper squares may be used for this purpose or jars containing the different colored paints.

Color Poem

What are the colors we like to see?
Red and green and purple and blue
There's brown and yellow and orange, too
Sometimes black or white or red
Mary loves colors and so does Ted.

--B. Mathews

Color Weather Chart

Make a weather chart out of a large white rabbit from construction paper. Saturate a piece of cotton with cobalt chloride. Allow it to dry. Glue it on the rabbit to represent a tail. Tell the children than the color of the bunny's tail will change as the weather changes. Include observation of the color changes in each day's activities.

Blue -- Bright or dry day (low humidity)
Pink -- Cloudy day
Red -- Rainy or wet day (high humidity)
Violet- Fairly clear day

Color Fishing Game

A magnet attached to a string and tied to a stick to form a fishing pole is needed for this game. Cut fish from construction paper of different colors. Attach a steel paper clip or a wire staple to each fish. Each child takes a turn fishing. Before they fish they may tell the others what fish (naming color) they wish to catch. Encourage the child or children to name the color of the fish which is actually caught. After all the children who wish have had a chance to fish the teacher encourages them to tell (by counting) how many fish of each color have been caught. Example: "one-two-three blue fish;" "one red fish," etc.

** Eye Exercise

Thumbtack a white cloth to the end of a pointer and say, "Keep your eyes on the white flag. Do not move your head, only your eyes." Move pointer up, down, left, right, then in circles (clockwise and counter-clockwise).

** Peg Boards

Let the child make designs or pictures on the peg boards. If a child cannot do this, cut the shapes out of light cardboard and have the child compare the outline of pegs and the cardboard cut-out. As the child gains skill in making "pictures" remove the cardboard.

7;311 Visual Discrimination

Matching geometric forms of various types, possibly also of different colors, such as blue stars, red circles, purple rectangles.

Guessing what object is described by the teacher. The description may begin with the words "I am thinking of something."

Indicating which of a series of words in a row begin with the same letter (or end with the same letter.)

Finding a word card with the same word as given word on a card holder or on the chalkboard.

Matching letters or words given in two columns.

Arranging cut-out words on small cards in the order that they are set up in a model that is given the pupil, possibly written on an envelope in which the cut-outs for a given sentence are stored.

5;67 Show the children objects or pictures that are alike, one that is different. Ask the children to point out the one that is different. Have them tell why it is different. Remove the picture from sight. Select a child to describe it once more.

7;181 Checking a series of pictures in each of a group of rows to show which is the largest (smallest)

Telling what is wrong in a series of pictures that have been duplicated, some of which have an incongruity

Solving picture puzzles

Matching the cut-off part of each of a series of pictures with the part of the picture of which it originally formed a part

Arranging in order blocks of similar shapes but of different sizes

8;65 After pupils have dictated to the teacher a record of some experience they have had, like taking care of a pet, asking one child to draw a line under all the words in the story that begin with the same letter as a word indicated by the teacher

7;311 Sorting cards having pairs of like and unlike pictures into two groups, those that are alike and those that are different

Showing the relationship between two sets of pictures, with illustrations for words such as the following:

cow
school
bat
girl
garden

tomato
ball
dress
chalkboard
milk

Classifying pictures into categories, such as signs of fall, winter, spring, and summer.

5;80 Missing Object Game

Place five or six small objects on a table. Let the children examine and discuss their colors, names, etc. Ask the children to look away or close their eyes. Remove one object. Let them look again. Let one child tell which object is missing. Make the game more interesting by allowing one or several children to decide (indicate choice by pointing without speaking) which article is to be taken away while other children look away or hide their eyes. Reverse the roles of the two groups of children.

8;69 Left-to-Right and Top-to-Bottom Sequence

As the teacher reads a book to the class, she can point out where she starts reading and in what direction she progresses. As the teacher or children reread from charts or the chalkboard stories that have been dictated, the teacher can run her hand rhythmically under the lines. Or she can ask a pupil to point to the word with which she should begin reading. At times, when the teacher writes on large sheets of paper or on the board, she can ask the pupils where she should begin writing and in what direction she should proceed.

9;23 Directing and Maintaining Attention

Have the students close their eyes and listen for a number of seconds. Ask them to list every different sound they heard during that time.

Read aloud rapidly the names of different objects, including three or four different categories. Ask one team to remember only the toys, another team only the tools.

Read a short selection, asking students to count the number of times they hear a particular word, such as the or a.

** Developing Social Courtesies

Help the children learn social courtesies through dramatic play, pantomimes, stories and poems for the following situations:

- Introducing a parent or visitor to the class
- Showing a parent or visitor around the room, explaining projects, etc.
- Walking behind someone or two people talking
- Waiting a turn to speak
- Listening to what others have to say
- A boy and girl going through a door; being seated at a table
- A boy and girl sitting in a room when a lady enters
- Children playing on floor; grandmother comes in; children greet her; she starts to sit down, boy leads her to easy chair; girl takes her wraps and packages; boy brings a glass of water

5;4 Naming During Circle Game

The children sit in a circle on the floor. A large rubber ball is handed to one child. He rolls the ball toward another child, saying, "This ball is for (a child's full name) ." The child whose name is called picks up the ball and answers, "Thank you (sender's name) ." "Thank you" is the word combination which a child should be encouraged to say before the ball goes on its way to the next child.

4 Pantomimes

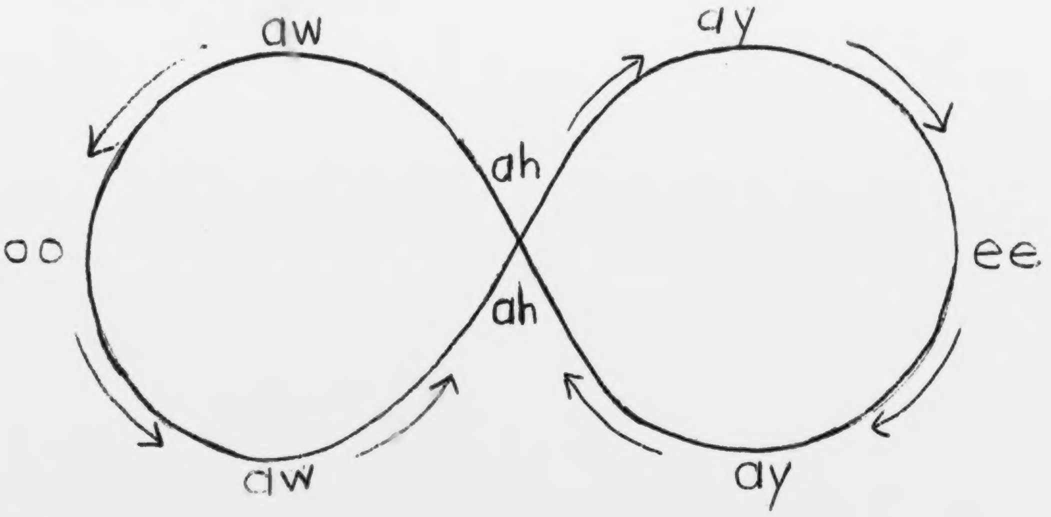
- Home life
  - Getting ready for school
  - Washing and drying the dishes
  - Eating dinner
  - Entertaining guests
  - Setting the table
  - Building a fire in the fireplace
  - Sweeping the floor
  - Dusting the furniture
- Safety
  - Policeman directing school children across the street
  - A child discovering a dangerous fire and smothering it with his coat
  - An older child carrying a younger child in front of an approaching vehicle

10;46 Developing Stronger Voices

In the "Say It Louder" game, ask the children to form two lines facing each other. Have them assume a stooping position while you say, in a small voice, "I'm a little fairy." Then as you say, in a louder voice, "I'm a bigger fairy," tell them they are to rise half way. When you say in a loud voice, "I'm as big as Daddy," they are to stand erect. Next time have them repeat the routine with you. Choose other youngsters to lead the group, sometimes as a "solo," sometimes in chorus with the others. Shy, weak-voiced children gain confidence--and more volume--when chosen to be leader in this game.

11;44 Exercises for Voice Improvement

Practicing such exercises as the following, concentrating on a relaxed throat and trying to project the voice forward, should enable a person to achieve greater volume and oral resonance. To get a relaxed feeling in the throat, relax the body to reduce tensions, yawn; and without attempting to strain or force, begin to say Aikens Figure 8 which follows. Strive for clear, sustained speech tones.



12;11 Oral Expression

For an oral expression experience, ask children to express themselves through word orders. These are some ideas for such talks:

What are some word orders your mother gives your father?
What are some word orders you give your parents sometimes?
If you have a brother or sister, what word orders do you give to them?
What are some word orders you'd like to give somebody when you grow up?

13;11 Show and Tell

The teacher encourages the children to bring to class toys, souvenirs, collections, or other prized possessions which they "show" and "tell" about. The teacher calls on a child who shows some object and then tells all he can about it. Evaluation, such as what children enjoyed most, whether the object was familiar, and of what it reminded them, may follow in group discussion. (2, p. 11.)

** What I Can Do Time

Have a child get up and tell the group about something he can do and how he does it.

I can wash the dishes. This is how I do it-------.
I can hop like a rabbit. This is how I do it------.
I can sing a song. This is how I do it -----.
etc.

13;11 Carrying Out Directions

The teacher and children play the Direction Game. A child is called to the front of the room and given three simple directions to carry out. For example, the teacher says, "Go to the back of the room, touch the easel, then hop back to your seat." The children in the group note the accuracy of commission. Tasks are varied and made interesting and amusing enough so that there is attentive listening as well as genuine enjoyment. Later, the number of assigned tasks may be increased.

14;137 Giving Explanations

How some craft or art product was made by the child
How to play a game
How to do a trick on the playground equipment--an explanation that also may involve demonstrations
How to use art media such as clay, paint, or paper
How something happened
How to use a toy
Why some objects float and others sink
Why Jane can't eat chocolate pudding
Why a plant in the classroom died
What a turtle eats

If explanations are not clear, the children themselves are often helpful when they ask for clarification. The teacher, for her part, should be on the alert to help a child use specific language in his explanations.

5;80 Describing Things

Collect objects or things which are sold in a supermarket. Place them in a grocery store setting. Ask each child to go shopping for one classification of articles (fruits or vegetables or dairy products, etc.). He may bring them "home" in a small paper bag that is provided for this purpose. With the bag closed have each child name or describe what is in his bag. Have the child then show his purchases. With the help of all of the children, name the articles.

13;12 Description Word Game

The teacher holds up a familiar object in order to elicit descriptive words such as "round", "heavy", "square," etc. The object is shown and the teacher asks, "What is this?" "What shape is it?" The same procedure can be used to teach words like "thin," "thick," "above," "below," etc. To illustrate abstract words like "off," pictures instead of objects may be used. For example, the teacher shows a picture of a man's hat being blown off. The teacher asks, "What do you think blew his hat off?" Words must be pronounced clearly and distinctly so children learn differences between words like off and of.

4;20 Classifying

Mount pictures of clothing, foods, and animals on separate cards. Make cards for each of the three classifications.

Distribute the cards. Ask, "Who has a picture of something to eat?" Each child names the picture he is showing and places it on the chart stand. Ask, "Who has the picture of an animal?" Continue until all pictures are put in the correct classification. Point to one group of pictures and ask, "What could we name this group of pictures?" Write the name above the group of pictures.

Imagining

Help the children to direct their thinking beyond the observable environment and to distinguish between the seen and the imagined.

We Might See	We Might Imagine
An ant carrying a big cake crumb	It was a birthday cake for his baby ant.
A puppy wagging his tail as he came up to the big dog	He was saying, "Hello."
The book lying on the chair	The book was thinking "I'll just stay here until Jim puts me on the shelf."

If I Were

Give the children a beginning clause and ask them to supply the rest of the sentence.

If I were a frog-------
If I were a spider in the garage-------

13;13 Dramatization

The teacher reads a story and the children are encouraged to dramatize it, giving simple lines to the parts. Still another way to encourage activity is for the group as a whole to supply lines in a familiar story. The teacher reads the story and the children take the part of "Little Red Riding Hood," or the "Little Red Hen" and the other animals.

** Shadowgraphs in Pantomime

An easy and worthwhile project to carry out in shadowgraphs is to pantomime the Mother Goose rhymes.... Shadowgraphs are made by placing a 200-watt light behind a sheet, with characters acting close to the sheet. Cut-out figures of trees, flowers, and houses may be pinned on the sheet.

6;54 Pantomime Activities

Smelling. When one has reacted to good and bad smells, he has about exhausted the number, but he can show how he likes them:

The odor of flowers
The scent of perfune
The odor of good cooking
The passing of the garbage wagon
A bad wind

Taste. Taste like smell, is more limited. When one has tasted sour, sweet, and bitter, he has about exhausted the different tastes; but he can react to each differently.

Taste an apple and show how good it is
Eat something with too much pepper in it
Eat something that is too salty

Take some medicine that is bitter
Make some candy and taste it while making
Make some soup and taste it
Drink something cold on a hot day and show how you feel
Eat a dish of ice cream and show how it tastes
Drink something very hot
Drink something that is not as good as you thought it would be

** Telephoning

The child uses the telephone in imaginative play. He calls home to see about lunch money or after-school plans. He uses the phone for ordering groceries or other supplies. He uses the phone for receiving and sending messages. The teacher should help the children to increase their conversational ability and to improve their enunciation in telephone conversation.

** Telephone conversation

Provide two toy telephones. The teacher says a child's telephone number as she dials. If the child recognizes his number, he comes to a telephone and talks with the teacher. The teacher will need to help a child if he does not recognize his number. Later on, this activity can be used without the teacher. Place the telephones somewhere in the room where the children have the freedom to use them some time during the day or week.

** Group Discussions

The children are encouraged to talk about their vacations, experiences over the weekend, trips made with parents, interesting incidents and activities, a new baby in the family, etc. Evaluation by the group may follow if the teacher wishes to check attentiveness or memory for ideas.

** Planning Activities

The children are given the opportunity to plan and prepare for trips and excursions. They talk about the benefits gained from the trips. They discuss the work of the members of the class. They evaluate the trip.

** Field Trips

Discussing field trip experiences in small groups or as a whole group activity. Prepare questions that will invoke both factual and inferential answers.

** Newsletter

The children discuss the important activities that have happened in the class during the week. The teacher first records the information on the board. A newsletter is sent home to the parents to keep them informed of classroom activities. Friday is always an excellent day to send home such a letter.

** Dictation

The children enjoy dictating a letter to the parents who went with the children to the zoo, or to the firemen who showed them around the fire station or to a child who is in the hospital.

6;45 Pantomime Hearing

Show the type of hearing by way of listening and reaction

Cry of a child
Call of your mother
The ticking of the clock
The sound of thunder
Creaking floor
The beating of someone's heart
The telephone bell
The call of a policeman
The call of your best friend
The fire alarm

15;51 Listening Activities

Reproducing sounds made by animals and toys with which children are playing
Listening to stories with engine sounds, automobile sounds, etc., and imitating them
Listening to poems in which there are sounds of water, of wind, of rain, and repeating the words used by the poet to create the illusion of sound....
Listening and noting difference in sound of trucks and of passenger cars without looking;...of freight and passenger trains
Listening to sound of vehicles that are going up hill, on a level, down hill...
Listening to and imitating the sound of wind
Listening for bird calls...
Listening to the falling of dry leaves...Other seasonal sounds
Imitating such sounds when possible

** Listen to jingles and nursery rhymes, especially those which emphasize a particular sound, as By-Baby-Bunting, Hickory-Dickory-Dock, etc. Choral speaking of rhymes and poems is helpful.

Listen for words beginning with the same sound. Children try to suggest other words beginning with that sound. Give a number of works beginning with the same sound and then give one beginning with a different sound, as man, money, mother, milk, many, sled. Children try to raise hands as soon as the "different" word is pronounced. Do the same with rhyming words.

Make a chart containing pictures of objects beginning with the same sound. Children point to each picture, naming it and listening for the beginning sound.

Give oral directions involving two commissions, then three, then four or five. "Put a pencil on the table, hop around the room, and then stand by the desk." Children watch to see if the child succeeds in doing all the commissions; if he forgets one, another child tries until one child succeeds.

Tell a simple story of two or three sentences. Have children retell it as accurately as possible.

Tap on the desk several times. Children listen, count mentally, and then tell the number of taps. Vary by tapping slowly, quickly, and in irregular rhythm. This requires careful attention to auditory stimuli.

Singing and musical games are very helpful for children who need auditory training.

All close eyes. One child recites a jingle. Others try to guess who spoke by recognizing his voice.

5;77 Animal Sounds

Give children each a toy animal. Tell the children that you are going to make sounds like the animals make. Ask them to listen carefully. When they hear their animal's sound, they are to bring their animal to you. When all of the animal sounds have been recognized, tell the children that you are going to make the sounds again. This time each child is to come and get his animal when he hears its sound. This game pre-supposes that the children are aware of the kind of sound which each animal makes.

Echo Tapping

Let the children take turns doing this activity. One child taps out an irregular sequence of sounds on a drum. Another child across the room answers back (more softly) with the same irregular sequence of sounds. Before engaging in this activity, give the children an opportunity to hear the record entitled Little Indian Drum, 619, Young People's Records, Inc.

Voice Intensity Differences

Let children imitate sound intensity differences:

- The wind getting louder and louder
- A train sound as the train goes farther and farther away
- Steam rising in a radiator

Ask the child to listen to an airplane as it approaches overhead. Ask them to notice how its sound becomes louder as the plane approaches, softer as it flies away. Ask the children to imitate the sound of the plane coming and going.

4;50 Auditory Discrimination

Produce sounds and have children compare them.

- Ring a small bell and a large bell.
- Drop an eraser and a block of wood.
- Listen to the ticking of an alarm clock and a wrist watch.

Ask the following questions to help the child recall familiar sounds:

- What sound will a big dog make?
- What sound will a puppy make?
- What sound would a giant make?
- What sound would a mosquito make?

Marching to music - Children stamp loudly when the music is loud, walk when it is medium loud, tiptoe when the music is soft.

9;25 Record short sequences of drum beats, bell sounds, or piano tones at various pitch or volume levels. As each group of sounds is played, ask students to note which sound in the sequence is loudest or softest, highest or lowest, longest or shortest.

Play sound effects recordings. Ask students to identify the sounds.

** Rhymes

Begin with a word (i.e., rat). Make a rhyme using this word and others which rhyme with it. (I saw a rat, wearing a hat, and carrying a bat--boy, was he fat.) Identify the rhyming words--tell how they are the same--name other words which would rhyme with this word.

Riddles

The teacher asks a riddle:

I run down the street.
I bounce and jump and wag my tail.
I love to chase balls and cats.
When I'm happy, I bark.
I am a ______________.

Later the children will make up riddles themselves. The child who guesses the riddle gets a chance to ask the next one.

4;51 Hide the Spool

Place a spool in full view while one child is out of the room. When he returns direct his hunting by clapping loudly when he goes near the spool, and softly when he goes away from it. Elicit the verbal explanation of the game from the children. Use the words "louder" and "softer".

Code Sending

One child is the tapper, another child is the listener. One child taps a sequence or a code. The child across the room listens to the code and returns it in the same sequence.

Little Tommy Tittlemouse

One child hides his eyes. The other children say together,

"Little Tommy Tittlemouse
Lives in a little house."

The teacher points to a second child who tiptoes over behind the first child and taps him on the shoulder. All the children say, "Someone is knocking!

Oh me, oh my,
Someone is saying__________,"

The second child says,

"It is I."

The child is allowed two guesses to identify the voice. If he fails, the child who said, "It is I" takes his place.

Who Is the Animal

The players sit in a circle. A child is chosen to go into the center of the circle, where he is blindfolded. The teacher assigns each player the part of a certain animal such as a dog, cat, lion, or rooster. The child in the center tries to identify one of the animal actors. He calls upon an animal saying, "Speak, dog, speak" or "Speak, lion, speak". The animal actor answers with the correct sound (a bark, moo, or growl). The blindfolded child has two guesses in which to identify who made the sound.

Echo

Two children play this game. One is the speaker; the other is the listener, or "Echo". The speaker, standing in a corner of the room, says something in a clear, natural tone of voice. The listener, "Echo", stands in the opposite corner of the room. "Echo" repeats the words, using a slightly distorted echo voice sound.

* A Listening Game

Here's a game that encourages good listening and can be adapted as children grow. We start playing this game at the beginning of the year by having two pupils come to the front of the class, one to be a listener, the other to select speakers. The listener turns his back to the class and closes his eyes (or he may be blindfolded). The other pupil then gestures to someone to rise and say, "Mark, guess who this is." (Use the listener's name). The speaker should use his normal speaking voice when the game is first played. Decide the number of guesses the listener should be permitted. The speaker who cannot be identified becomes the next listener. Very soon the listeners will be able to identify the speakers expertly. Then we make three new rules: (1) the speaker may disguise his voice; (2) he may move to any area of the room before speaking; (3) the listener is now permitted only one guess. --Marilyn Tullys

16;31 Hen and Chickens

Purpose: to develop listening attentiveness.

The leader selects a child to be "Mother Hen" who leaves the room until given the signal to return. The children in the room place their heads down on their arms on the desk. The leader designates several children as chickens by tapping them on the shoulder. The leader then goes to the door and admits Mother Hen who comes into the room and says, "Cluck, Cluck." The children who were designated to be chickens reply, "peep, Peep." Mother Hen listens. She then taps a child on the head if she thinks he is a chicken. Should he be the chicken, he sits up in his seat. This continues until all chickens are found. Mother Hen then selects another child to take her place. When the game is first used, and until Mother Hen develops her skill in listening, the leader should tap only two or three children.

High or Low

Purpose: to determine high or low pitch of sounds.

The teacher directs the class to stand and strikes a note on the piano. Then the same note an octave higher or lower is sounded. The children stretch their hands above their heads if the second note is higher, or if the note is lower than the first, the children reach toward the floor. The game continues by striking different pairs of notes. Use this game for only a short period at one time.

Lost Squirrel

Purpose: to listen for initial sounds.

In preparation, the teacher draws on the board three trees, different in shape and about two feet high. The trees are labeled maple, pine, and birch. Also needed is a small squirrel cut from a magazine or brown construction paper. The teacher pronounces a word that begins with either "m," "p," or "b." for example "many." The first player should take the squirrel to his home in the "maple" tree. If the teacher pronounces a word that begins with "b," for example, "baby," the second player should take the squirrel to his home in the "birch" tree. The game continues until all the children have had turns taking the squirrel to his home in the various trees.

17;37 And Then........

The leader starts the story with an appropriate situation but stops at a crucial moment and turns the narration over to one of the children with "... and then..." Each child in turn adds a crisis or two until the last draws the story to a satisfactory conclusion. (To encourage listening have the leader point to the one who should continue not necessarily the next in line. Each player should choose someone who has not yet spoken but who is not beside him.)

18;8 Playing Zoo

A group of animals approach the catcher and at a distance of about 5½ feet they stand in line while one of their group describes the type of animal the group has in mind. The catcher guesses what animal it is. When he guesses the correct animal, the group runs for its goal. If any are caught by the animal catcher, they become catchers and must return to his goal with him. The game may continue until all in the group are caught.

Listen, Don't Peek

The children close their eyes. One child performs an action that has a distinctive sound; ring a bell, knock on the door, beat a triangle, beat a drum, pour water into a glass, and so on. The group listens carefully and tries to identify the sound. What words can pupils think of that best describe each sound heard?

Clock Game

Some place in the classroom, the teacher hides a loud-ticking clock. The children listen carefully and point in the direction they believe the clock to be. They have fun in learning who was right. Children learn to listen.

Listening Game

Tap desk with finger tips and with knuckles--have children watch and listen--close eyes. Tap finger tips or knuckles and have children tell which.

Tap blackboard with pointer and with chalk--have children watch and listen--close eyes. Tap blackboard with pointer or chalk and have children guess which.

Wrinkle or tear paper--have children watch and listen--close eyes. Tear or wrinkle paper and have children tell which.

Tap toe and heel--have children watch and listen--close eyes. Tap toe or heel and have children tell which.

** Sound Game

Discuss with the children outdoor sounds (other than those of animal voices) that they might hear on a farm. Have a child give a sound and let the rest of the group guess what makes that sound. For example, one child may say "Clinkity-Clank! Clinkity-Clank! What am I?" Another child will respond, repeating the same words: "Clinkity-Clank! You are a tractor!" Sounds such as the following may be suggested:

Clip! Clop!	(horse)
Drip! Drip! Drip!	(rain)
Whoa! Whoa!	(farmer)
Oo-oo-oo	(wind)
Honk! Honk!	(truck)
Dingdong! Dingdong!	(cowbell)

13;17 Finding Non-Rhyming Words

The teacher pronounces a series of words that rhyme and one that does not rhyme. The children clap their hands when they hear the non-rhyming word. For example, the teacher says, "Right, fight, light, see, might." Sometimes the children may be asked to listen a second time.

Rhymes

The children complete orally very short rhymes begun by the teacher. Examples:

We have fun
When we ___.

I will buy
An apple ___.

** Developing Concepts

Ask the children the following questions and others of this type: Which takes longer to do--

To build a tower of blocks or knock it down?
To wash your hands or to take a bath?
To get up in the morning and get ready for breakfast or to get yourself ready for bed?
To eat lunch or to eat an ice-cream cone?
To comb your hair or to bathe a puppy?
To walk to school or go there in a bus?
To peel an apple or to take the dog for a walk?
To put on your shoes and socks or to take them off?

Have the children or a child pantomime the answer which they (he) thinks is correct.

** Have a series of articles displayed on the table. Ask questions and have the children choose the article to answer.

Mittens	Which are to wear on your feet?
Shoes	Which would you drink from?
Hat	What would you wear on your head?
Cap	What do you put your food on?
Gloves	Which do you wear on your hands?
Cup	Etc.
Plate	
Etc.	

** Play House

The teacher constructs a small house from a box. The child is to cut pictures of furniture from old magazines that go into a house. Let him tell the class the name of the furniture and which part of the house you would find it in.

or

The teacher draws a large skeleton picture of a house on brown kraft paper. The picture should be drawn so that each room in the house shows; the living room, the dining room, the bedrooms, carport or garage. Let pupils cut out pictures of furniture and paste it in the appropriate rooms. A small group of pupils can work on a project and later tell the rest of the class what they have done.

13;16 Finding Missing Parts

The teacher may use pictures from old readers, textbooks, magazines, or newspapers. Parts of the pictures are cut off, and the children have to find the missing parts. For example, she cuts the fender off the picture of a car, or the tail off the picture of an animal, etc.

** Occupations

Provide pictures of such equipment as a hammer, pipe, paint brush, menu, tire, and book and have the children tell you what occupation they each represent.
Play "Who am I?" You make a statement descriptive of the work of some community helper, and the children guess who it is.
Ask the children to draw pictures that answer the following questions: Where do you go to get your tooth pulled? Who might help you if you were very sick? Where would you go to see a lion? Who would you call to put out a fire? Where would you go to buy a hammer? Or stamps?

13;18 Guessing Opposites

To a small group the teacher says:

Candy is sweet but pickles are ____.
An airplane is fast but a horse is ____.
The sky is above; the ground is ____.

Seeing Relationships

To a small group the teacher says:

Pies are made by a baker; clothes are made by a ______.
A cat runs on its legs but a car runs on ______.
In the morning the sun rises; at night the sun ____.

19;131 Present a variety of pictures, such as those of a car, a house, a barn, a lake, a pillow. On a table place a second set of pictures related to the first, such as a tire, a bed, a horse, and a boat. The children are to select the picture from the table which is related to one of the pictures on the chart and to explain why the selection has been made. The child may properly answer, "Tire and car go together." The other children listen to decide if the pairing has been correctly done.

Prepare a set of pictures of clothing, including shoes and hats, clipped from magazine advertisements. Collect pictures of people of all ages. Than ask the children to match the clothing and the people who would probably wear them.

Cut pictures from an inexpensive story book and mount them on oak tag. Place the pictures out of order on the chalk tray. Then tell the story, and as each part of the story is completed have the children select the picture related to it. When the story is finished, the pictures should be in order. As an added exercise in recognizing relationships, the children may retell the story, each matching the part of the story related to a picture. Through this exercise the teacher can soon discover those who cannot relate a picture to a story paragraph.

Select a suitable picture and have the children observe it carefully. Then ask, "If you were one of the children in this picture, what would you do next?" Help the children decide if their answers suggest logical outcomes.

20;8 Part-Whole Relationships

Find large, clear pictures that contain objects with balanced parts--cars, chairs, etc. Clip out of each picture three or four pieces of the same size and shape that include, for example, one arm or leg from a chair, one shoe from a person, or one wheel from a car. (Clipped-out pieces should be the same size or shape so children cannot use their contours as a basis for identification.) Mount each picture on stiff paper. Place the pieces for it in an envelope and fasten to the back of the picture. Children are to put the missing pieces in the appropriate "holes" in the picture.

** Left-to-Right Direction

Play games such as "Looby Loo", "Simon Says", or "Hokey Pokey". In this type of game, tie a different color of crepe paper on left and right hands, and/or feet, so any error becomes immediately apparent.

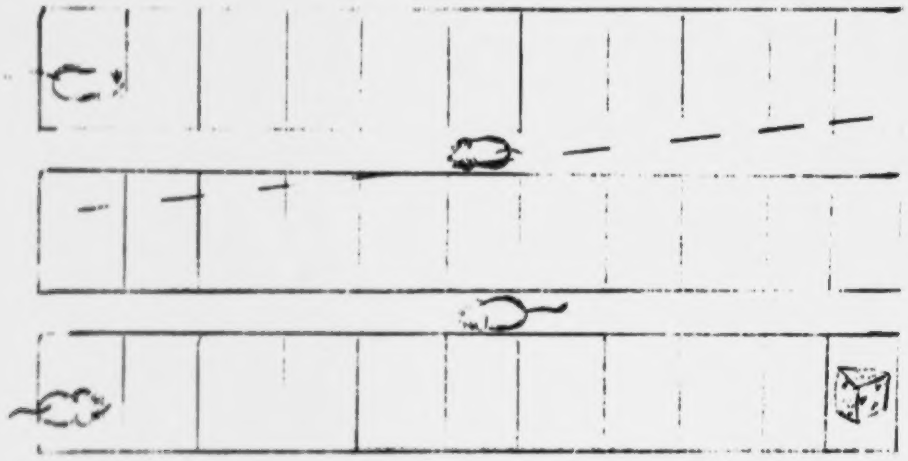
Have the pupils arrange a series of pictures on the chalk tray so that the pictures must be "read" from left to right to tell the story in proper sequence.

Use experience stories, moving the hand under the words as they are read to the children.

Pupils can arrange pictures of cars, trucks, etc. in two rows on a holder, one row in which all vehicles are going toward the right and another row in which all are going toward the left.

13;14 The Mouse Game

Children are given a sheet of paper divided into boxes and told to follow the path that the little mouse took to get to the cheese. The path is drawn with lines, dots, or circles. A boy with a ball, kite, hoop, or marble, etc., may be substituted.



** **Classifying Materials**

Place a number of pictures on the chalk tray. Have children select pictures which are related to one another in some way, such as animals, children, things that fly, things to eat, etc.

Have children make "store fronts" from cardboard (grocery, clothing, etc.) and then cut out from magazines pictures of items which would be sold in that store.

Oral classification exercises such as the following may be used: Say groups of words such as "horse, cow, doll." After each group have the children tell which one does not belong and then classify the other two.

19;129 **Jigsaw Pictures**

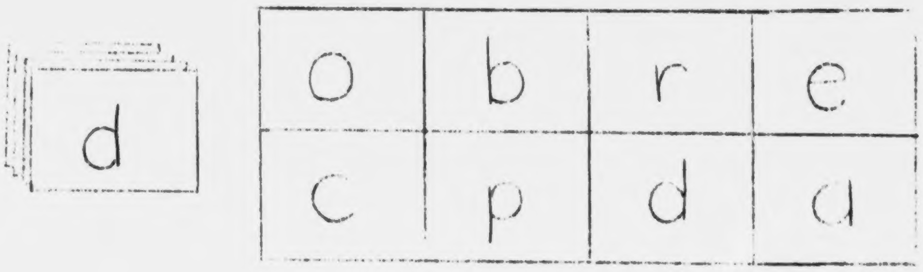
Cut up a picture for a jigsaw puzzle from pieces of construction paper in different shapes and colors (for example, a dog, a house, or a clown) and paste it on a nine-by-twelve-inch oak tag. Give the child a complete outline model of the picture and an envelope containing the pieces of the puzzle. Then ask him to reconstruct the picture. Include several incorrect pieces in the envelope so that the child must note likenesses and differences, and concentrate upon the problem. Vary these problems from simple puzzles containing only the primary colors of red, yellow, and blue to difficult ones containing all the colors.

** **Alike or Different?**

Have the children select and match buttons from a button box or pieces of fabric from a box of samples.
Have children search in the classroom or outside to find objects of the same size or shape. Compare the sizes and shapes of buildings, trees, charts, etc.
Have children match shapes of tagboard to their outlines on a chart.
Draw forms on separate pieces of tagboard. Hold one up for five seconds and then have a child or several children go to the chalkboard to reproduce the figure. Increase the difficulty by exposing two or more figures and have them reproduce the figures on paper.
Children decide if pairs of printed letters are alike or different:

a o   b b   b d   e c

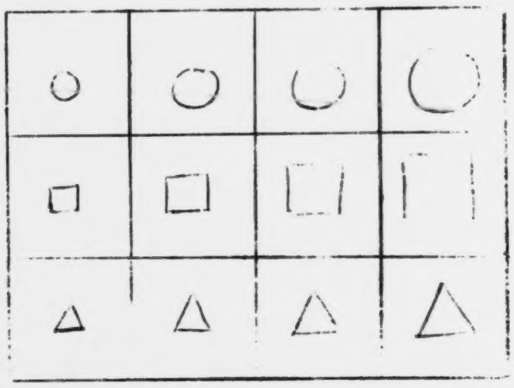
Or a piece of tagboard may be divided into squares or rectangles with a letter or word in each box. Matching cards are used to place the correct mate for the given letter or word.



o	b	r	e
c	p	d	a

20;9 Visual Discrimination

An exercise sheet or board, divided into squares, can also be used for an exercise in visual discrimination. Paste or draw circles in graduated sizes in the first row of boxes on the board, squares in the next, then triangles, and finally half circles. An envelope, clipped to the back of the board, should contain identical pieces, which a youngster is to match with the ones on the board.



Relative Size

Assemble sets of objects or pictures of objects to be arranged in order from largest to smallest. Some suggestions: cans, boxes, buttons. These sets will be of different levels of difficulty, depending on the number of objects in a set and the ease in discriminating between the various sizes. When children are ready for a more advanced form of this activity, group in series of threes mounted pictures of related, but not identical, objects, such as bracelet, ring, necklace; key, lock door. Have children arrange each series of pictures on their desks or on the holder according to the actual size of the object--largest, middle-sized, smallest.

14;186 Picture Interpretation

Many games may be devised for fostering picture interpretation and classification skills. Games may be made which are helpful in developing children's ability to organize and categorize. Game boards with pockets are constructed (similar to the pocket charts used in word and phrase study). A picture clue is inserted at the left of each pocket and a stack of cards is provided to the player. The player places cards in the pockets according to the category picture clue. Endless varieties of this game may be devised--categories of foods, pets, zoo animals, transportation, etc.--and used as these interests are explored and discussed by the group.

13;11 The teacher shows a picture to a group and children discuss either the main idea, figures in the foreground or background, or colors. Occasionally specific questions may be asked, such as "What is the little boy holding in his hand?" , "Where do you think he is going?", etc. Some children may be able to make up a short story of two or three sentences about the picture while the others listen for sequence of ideas.

** Words That Describe

The teacher finds a large colorful picture of a dog, cat, horse, man, baby, or any other expressive picture and mounts it on the bulletin board, poster board, or flannel board. Ask the children to give you words that describe the picture such as pretty, big, tall, lazy, etc.

13;13 Rhyming from Pictures

The teacher places on the blackboard pictures of objects that rhyme, such as a picture of an apple, a fly, a hand, etc. The teacher points to the first picture and asks what it is. "Yes, it is a pie. Who can find another picture that rhymes with it?" A variation of this device can be used by simply showing a picture and having the children give all the words they can that rhyme with it.

13;12 Guessing-Rhyming Game

The teacher says, "We are going to play a new guessing game today. This little boy is Bill." The teacher points to a picture or to a child whose name is Bill. "He lives on a big, high _____. Who can tell where Bill lives? It is a word that sounds like Bill. Yes, it is hill. Bill likes to sit on the window ____. Yes, sill. Who can give me another word that sounds like Bill and sill?"

** Word Meanings

In developing a meaningful vocabulary, paste pictures of objects which make noises on a chart. Have the children tell which objects make quiet sounds, which make loud sounds. The same can be done with hard and soft, rough and smooth, and other antonyms.

4;20 To check a child's comprehension ask him to pantomime simple words and sentences. Examples: up, down; open, close; put your hand over your head; put your book under a chair. Make note of the children who have difficulty. Give them many opportunities to develop meaning.

4;15 Vocabulary Building

Say a sentence. Have the child or children act it out.
Pantomime the meaning of words

8;63 Provide opportunity to engage in activity on significant units of work. New words should be introduced as need for them arises.
Read or tell stories that include some unfamiliar words. The meaning of new words should of course be explained.
Write a group letter.
Dramatize words like walked, ran, crept, raced.
Call attention to children's use of new or especially colorful words.
Draw pictures illustrating such new words as funnel, burrow, tractor.
Play games in which children make up sentences that refer to a new word. A sentence might be, "I am thinking of something a rabbit does. He does it when he makes a hole. The word begins with a b sound."
Use motion pictures, slides, and filmstrips.
Bring interesting objects to the room. If a rock exhibit is set up, for instance, children may enlarge their vocabulary by learning terms like marble, granite, sandstone.
Take children on excursions and help them become familiar with terms that give more meaning to their trip, like cash register, sales, customer.
Introduce songs and poems that contain new words.

19;122 Play preposition games, such as: Put the ball into the bag. Put the eraser above the books on the shelf. In the same way use the prepositions under, beside, below, between, behind, and after.

Play adverb names, such as: Walk to the door slowly (quietly, noisily, quickly).

Play verb games. Have the children fill in a good word. "A cow can....(moo, walk, run, eat). When a wrong word is used the teacher should help the children understand why it is wrong. Play the same game with "Baby can...." "Mother can.."

Play adjective games. Think of something in the room that is big, little, pretty, round, soft, hard. Show pictures of baby animals and identify the ones which can be described as hungry, busy, furry,fluffy, sleepy.

Play a noun game. Show a farm picture and have the children name the silo, haymow, dairy barn, windmill.

Have the children memorize songs, poems, and rhymes.

Allow the children to tell about their out-of-school life so that they may learn from an exchange of experiences.

Help the children to be word-conscious. When a child uses a good word which many other children may not use, say something like this: "Didn't you like the word Robert used when he said that the ocean was calm when he was at the beach yesterday?"

Help the children compose original poems.

4;20 What Thing"

Ask the children to give the names of objects that the word might describe.

scary busy jumpy skinny
quiet fluffy beautiful slippery

4;15 Making a Sentence

Say, "On my way to school this morning I saw_____." A child repeats these words and finishes the sentence as he wishes. Other sentence beginnings might be:

I looked and looked for my ball and found it________.
I saw a bird _______.

Answering

Show a large red ball. Ask, "What is this?" If the child answers with one word, say, "It is a ball." Ask him to repeat this. Ask, "What color is it?" Ask him to say the sentence, "It is a red ball." Continue in this way with other adjectives and at another time substitute other objects.

Completing Sentences

Use chalkboard, individual chalkboards, or paper. Ask, "What are three things you would like to eat?" Each child draws a picture of his answer. He tells about his picture in a sentence, "I would like to eat __." Other questions may be asked.

Differences

Ask: What is the difference between a cat and a kitten?
How does a cat look? How does a kitten look?
What can a cat do that a kitten cannot?

Other comparisons between parent animals and their young may be made.

Decoration Words

Say: Let's use some decorating words so that we can see the word better.

On my way to school a _____,_____ dog came up to me.
My mother has a new _____,_____ dress (broom, stove, coat).
We ran through the _____,_____ grass.

21;102 Add-a-Word

Each child selects a picture of an animal (vegetable, flower, etc., may also be used.) The first child shows his picture and says, "I went to the zoo and saw an elephant." The next child shows his picture and says, "I went to the zoo and saw an elephant and a tiger," etc. The children may display their picture to help the others remember at first. This is good for memory training.

13;12 Supplying Endings

The teacher reads three or four lines of a story unknown to the children, who then supply endings. These stories may be original or actually be stories that the teacher will read at a later time. For example, the teacher reads, "Nicky was a very sleepy little bear. He usually fell asleep while the other bears were all having fun. One day Nicky fell asleep under a large oak tree. Suddenly he awoke with a start. Close by stood........."

Original Word-by-Word Stories

The children sit in a circle. The teacher or a child starts off with a word such as "Oscar." The next child adds another, repeating the first, as "Oscar was." Each child adds a new word until a complete sentence is given. The game can be continued along this general theme until a complete story about the initial word is given. For a very immature group, it may be advisable to give practice in single sentences before continuity in theme is stressed.

** Matching Game for Sequence

The teacher or a child performs a short series of acts, such as tapping on the desk, lifting a book, and then picking up a piece of chalk. The children are called upon to tell the nature and order of the act performed.

** Sequence Charts

In addition to using charts to tell class stories, relate experiences, list helpers, label displays, display pictures, and those used in teaching learning situations, the following uses are suggested:

Take pictures of the various steps in a process in which the children will be taking part. Write the sentence which describes each step and preceed it by a picture. Use these to help give the children direction during a class or individual project:

Applesauce

☐ 1. Cut the apples.

☐ 2. Cover the apples with water.

☐ 3. Add sugar.

☐ 4. Cook until tender.

The reverse of this is to take pictures of the children making a project. When the entire project has been completed, have the children list the steps which were taken for a class-made experience chart. Follow each sentence or step with a picture of that step. This not only helps develop sequence and develop a meaningful vocabulary but also provides a class-made explanation to visitors and parents.

How We Make Centerpieces

1. We went for a walk to collect flowers. ☐

2. We put clay in the bottom of a dish. ☐

3. We put the stems in the clay. ☐

4. They looked pretty. ☐

8;66 Sequence of Ideas

After the teacher or pupil has told a story, the teacher may ask such questions as, "What was the first thing Nancy did when she saw that her dog had followed her?" "What did she do next?" After the teacher has given directions for a simple experiment, like showing that plants need light, she may ask the pupils, "What do we need to do next?" After the experiment has been completed, the pupils may be asked to enumerate the steps that were followed. Retelling stories can be a helpful means of developing the ability to remember a sequence of ideas. The pupil should relate the incidents in the correct order. The boys and girls, with the assistance of the teacher, might build a topical outline for the dramatizing of a story. The pupils decide upon the events to be included in the dramatization and the teacher lists these on the chalkboard. They could then arrange these events in logical sequence.

The group may make a "movie" either to illustrate a story that the teacher has told or read to them or to portray activities in which they have engaged."

4;20 Story Review

Play a guessing game about the stories that children have heard. It might go like this:

I'm thinking of a story in which a little girl goes into the woods and finds a bear's home. Who knows what story that is?
I'm thinking of a Mother Hen who had to do all the work. What story is this?
I'm thinking of a little elephant who was spanked. In what story did that happen?

Later the children may make their own riddles about stories.

17;44 Mystery Story

The game is started by parent or leader asking a question about identity of a character from a story or rhyme. Of course, it must be someone from among the literary acquaintances of the children. Here are some examples:

Who went fast asleep when he should have been working? (Little Boy Blue)
Who entered a strange house, broke up the furniture, ate the food and fled when the owners came home? (Goldilocks)
Who broke a promise and stayed out late? (Cinderella)
Who took a friend along to school against the rules? (Mary)
Who stole some tarts? (The Knave of Hearts)

The first player to "Find" the culprit gets the opportunity to tell the whole story of the "crime" and then to pose the next mystery.

APPENDIX II

INITIAL LANGUAGE ARTS ACTIVITIES

** Using Our Senses

Try to help the children be completely aware of their bodies. Work with a mirror; let the children touch various parts of their bodies and name the parts.

Adapt groupings similar to the following:

Group I - Balance Beam activities--never look at feet but at some other point such as a big red circle.
Group II - Blackboard work, such as making circles, x's, etc.
Group III - Movement, such as angels in the snow, somersaults, cartwheels, etc.
Group IV - Tossing balloons, paddle balls, balls, etc.
Group V - Matching cards, blocks, pegs, geometric shapes, etc.

Not to neglect taste and smell, bring spices and foods from home for the children to sample.

4 Pantomime to Develop Posture

The child stands as a sick man would stand.
The child stands as a healthy man would stand.
The child sits as an old man or an old woman would.
The child walks as an old man or old woman, young man or woman, sick man, healthy man, etc.

Other Pantomimes

An old man and little boy walking down the street
Policeman directing traffic
Ironing the table linen
Washing and drying a cup
Someone knocks at the door; child who is reading, opens the door and invites the guest to come in
A squirrel eating a nut
A cat's search for a mouse
A dog begging for food
Walk and sit as a princess would walk and sit
Give orders as a queen would give orders
Walk and sit as a knight
Stand and sit as a king's jester would stand and sit

6;125 Guessing game: A woman taking clothes off the line, folding, sprinkling, and then ironing the different pieces.

Ideas for girls to pantomime are: cutting out a dress by a pattern; preparing different kinds of food; dusting the furniture; trying on new shoes; a beautician giving a customer a permanent or a manicure; learning to drive a car; knitting with complications like dropping stitches, unraveling mistakes, winding yarn; playing tag, hopscotch, doing homework, or practicing the piano.

Ideas for boys to pantomime are: teaching a puppy a new trick; playing marbles, baseball, ping-pong; shining shoes; building a birdhouse, or anything requiring the use of tools; shoveling snow; making a snowman; a patrol boy on duty; making fire at a scout camp; working in the garden.

A large boulder has become lodged in the middle of a country road. Passers-by react to it in different ways according to their character--curious at its being there; unconcerned or unobservant; worried about the possibility of accidents, impatient at the inconvenience of having to go around it; considering it a convenient resting place; etc.

Other ideas such as finding a sum of money on the street, discovering a fire, getting caught in the rain, meeting a friend on the street, all would furnish opportunities for a variety of character reactions.

4;44 Chalkboard Activities

Bi-manual circles. (working with both hands in unison)
- Left moves clockwise and right moves in counter direction
- Right hand moving clockwise while left moves counter-clockwise
- Both moving clockwise
- Both moving counter-clockwise

Vertical Lines. Ask the children to take a piece of chalk in each hand and, beginning at the top of the board, draw two parallel vertical lines simultaneously.

Let child draw a long vertical line on the chalkboard. Then standing directly in front of the line and beginning at the bottom of it make a serpentine line back and forth across the vertical line until he reaches the top.

Squares and Rectangles. Make large squares and rectangle shapes and have child trace around them first with the right hand and then with left hand. Later have child make them without "pattern." Executing a corner involves two additional types of activity, that of stopping at a prescribed point and that of changing the direction of a movement.

7;181 Auditory Discrimination

Listen for sounds and report on those they heard during a few minutes of silence.
Guess the sources of sounds as one child, hidden from view, produces sounds by crumpling paper, using an egg beater, pouring water from one container to another.
Tell which note is the higher as the teacher plays two on the piano.
Tell which of two voices the teacher imitates is a happy voice which is a sad voice; or which is a kind voice and which is a cross one.
Distinguish, with closed eyes, whether the teacher taps on a table, the chalkboard, a glass, or something else.
Dramatize stories in which a variation of soft and loud voices is needed such as "Three Billy Goats" or "The Three Bears."

7;311 Name words that begin with the same sound as one given by the teacher.
Tell whether two words named by the teacher begin (or end) with the same sound.
Draw a circle around each picture in a group, the name of which begins with the same sound as a specified picture in that group.

Draw a circle around each picture in a group, the name of which rhymes with the specified word in that group.
Make up rhymes and then name the rhyming words.
Orally match words that the teacher gives, with the names of pictures on cards that begin with the same sound.
Match pictures in one column with pictures in a second column, the names of which rhyme with those in the first column.

22;273 Teaching One or More of the Listening Skills

Listen to tape recordings of reports of trips, weekend experiences and other classroom activities for the purpose of determining which speaking skills need improving.
Listen to sound-motion pictures for specific purposes related to social studies or science.
Listen to the other voices in choral speaking in order to understand the total effect of the presentation.
Listen to directions for the purpose of not missing any step involved.
Listen to a child reading a carefully prepared selection.
Keep TV and radio logs of listening habits and discussing standards of choosing programs.
Listen to a tape recording of a talk. Cut it off before the talk is completed and then ask the pupils to state what the speaker's conclusion will be. (Move from simple to difficult on this one.)
Tell chain stories.

9;24 Have one team supply a word. The second team is to supply a rhyming word in a matter of seconds.
Read words in groups of three, four, or five. Have students identify the words that do or do not rhyme.
Have students make up and read two-line jingles to the class. Have other students note the rhyming words at the end of each line.
As you read a list of words, students are to listen for or count all words with certain initial consonants, long or short vowel sounds, blends, etc.

17;33 Rumor

If the group is large enough, form two equal teams. Seat the players of each team in a circle. Then leaders get together and decide on a one-sentence message -- anything from "The weatherman says it is going to rain on Wednesday." to "Albany is the capital of New York State." They write the same message on two slips of paper, return to their positions in the circles, and each hands the slip, folded with the message inside, to the player on his left. Then each leader whispers the message to the player on his right. This player whispers to his neighbor on the right, who whispers to his neighbor on the right, until it has gone around to the last person in the circle. When both teams are finished, the last player of each team repeats aloud the message he has heard. Then he opens the slip and reads the original message! The team that gets the message more nearly correct scores.

Guess the Song

Hand-clapping or foot-stamping will do for this rhythm game.

But it is even more fun with simple percussion instruments. One player taps out the rhythm of a song familiar to the group. The others try to guess the name. The successful guesser taps out the next song. A group of 9- or 10-year-olds may split into two bands. One band taps out (in unison, of course) a rhythm for the players of the other band to guess.

Simonovitch Plays

Simonovitch Plays will help youngsters learn to Listen to the timbre of various instruments. The larger the group, the more the fun. Each of the players may have a percussion or makeshift instrument or simply be instructed to clap, stamp or tap on a floor, table or desk with hands or a ruler. The leader is equipped with two instruments--bells and a triangle, tambourine and a drum, piano and xylophone, or, for a more difficult game, two drums, two rattles or two horns, of different pitch. One of the leader's two instruments is "Simonovitch," and the group is so informed. If "Simonovitch" plays a rhythm, so do the other players. If the leader's other instrument plays, no one else does. Anyone who plays at the wrong time, or does not play at the right time, is out.

23;14 Crossing the Road

The "road" is the front of the classroom. One child is selected to "cross the road." The other children sit with eyes closed and heads on their desks. The leader chooses either to hop on one foot across the road, walk, run, jump, or skip. When he has crossed the road, the other children raise their heads and the leader asks, "How did I get across the road?" From among the children who answered correctly, the leader chooses the next one to cross the road.

Ten choices could be made possible by having the leader go slowly or quickly. For instance, he could walk either slowly or quickly across the room. If he walked slowly the correct answer would be, "You walked slowly." If he hopped fast the child would say, "You hopped fast."

There could be two leaders, with the children guessing which child moved, as well as the means of locomotion he used.

23;15 Curious Traveler

The teacher begins by telling the children that each of them is going to be a "Curious Traveler." The teacher then gives the following directions and the children act them out:

"The traveler stood up. (children stand)
He looked to the North.
He looked to the South.
He looked to the East.
He looked to the West.
He then turned around and faced the North.
Then the West.
Then the South.
Then the East.
Then he stood on tiptoe to see over his neighbor's shoulder.
He smiled at what he saw.
And sat down."

The game is then repeated using modified directions.

The children or the teacher may add or substitute other things for the traveler to do such as putting a pack on his back.

Children could serve as "directors" after they become familiar with the game.

Flying

The children stand either at the side of their desks or in an open area of the regular classroom. The leader stands in front of the group and says, "The sparrow is flying." At the same time the leader moves his arms rapidly up and down. The other children move their arms up and down in response. Each succeeding time the leader changes the name of the bird, for instance, "The robin is flying." If the leader names any animal that does not fly, the children must not move their arms even though the leader does. When a child moves his arms at the wrong time, he takes his seat. The last child standing wins the game.

The children walk around the room as their arms move in a flying motion, but stop when something other than a bird is named.

The game could be changed to "Swimming" with the children using their arms in a swimming motion and the names of fish substituted for the names of birds. The leader would say, for instance, "The minnow is swimming."

23;19 Pack-A-Picnic

The teacher begins the game by saying, "Today I'm packing my picnic basket, and I'll need some help. I'll put in some cake. What will you put in, Ruth?" Ruth says, "I'll put in some cake and some cheese sandwiches." Each player repeats the articles already packed and adds his article. Continue until 4 or 5 children have had a turn, then start the packing over again.

Surprise Sack

Each child is encouraged to bring a small object such as a top, bracelet, plastic cup, comb, ribbon, or toy in a paper sack. At an appropriate time, each child describes or tells something about his hidden surprise object. For instance, Johnny might say "I have something in my sack that winds up and spins. What is it?" The other children listen attentively for the clue and try to guess what is in the sack. To add an element of interest the children may use "color words" and "size words" in telling about their objects.

Talking Train

Place two or three chairs in the front of the room to serve as the station. Children are chosen to sit in the station, waiting for the train. The train consists of three children; each child places his hands on the shoulders of the one in front. The train moves around the room with the children softly chanting "clickety clack, clickety clack," but increasing the volume as they near the station. As the train approaches the station it slows down as does the volume and speed of the chant until the last chant is barely audible.

The train stops and the two or three waiting passengers get on, placing their hands on the shoulders of the children in front. As the train goes around the track again the children resume a soft chant, having the volume increase again as the train re-approaches the station. In the meantime two or three other children have come to the station and are now ready to "board" the train. Continue the game until all children are on the train.

One child could be appointed to give a "train whistle" as certain designated crossings are approached.

The children should listen carefully for the exact sounds that trains make, thus sharpening their observational faculties. They may also give attention to the distinction between loud and soft voices--with emphasis upon the use of clear enunciation and moderately soft voices in the classroom. Because this is a fun game involving physical motion, it is especially useful on rainy days and at such times as indoor physical activity is needed.

24;56 Grandmother

"My grandmother is going to __________. She is packing in her trunk__________." The teacher and pupil or pupils are then supposed to suggest in turn some item to be taken on the trip, but their suggestions must be preceded by a listing of everything that has previously been put into the trunk. The list may be restricted to words containing the sound or sounds which need drill.

Blind Man

Have the children form a circle. One player is blindfolded and takes his position in the center of the circle. At the word "go" the children move rapidly and quietly in one direction so as to confuse the blind man. At the word "stop" all stand still and face the center of the circle. The blind man points to a child and the child responds with "rah, reh, ree", or some such word group upon which you wish to drill. The blind man has two chances to guess the child. If he guesses correctly, he may choose the next blind man. In this game, words may be used.

Copy Cat

One child is the leader and gives out the sound or words beginning with the chosen sound. Each child repeats it after the leader who gives another sound. If a child makes a mistake, the leader corrects it. If the leader fails to hear the mistake, anyone may raise his hand, correct the mistake and become the new leader. Change leaders after every seven or eight sounds so as to keep up the interest. Keep two scores, one for the children; one for the leader.

Echo

One child stands at one side of the room and another child at the other side of the room. The first child speaks, and the second child gives the echo. The echo must listen closely and say exactly what the first child said. The first child must be able to send the sound or word so that the echo can hear it distinctly enough to echo. The echo must reply so clearly that the group can hear it. The teacher must use her own judgment about the distance separating the sides. Be careful that the children use neither a screaming tone nor a shrill tone in sending the messages.

Baseball

Draw a diamond on the board. Name the bases, "say, see, so, si,", or any sounds on which you wish to drill. Choose sides. Let each child try to make a home run by saying the sounds opposite each base. If he gets "stuck" on a base, let the next child on his side "bring him in." Give him a score for each completed run. When the sound has been mastered fairly well, substitute words for each syllable. Remember to change some of the base names after each completed run.

Speech Train

Build a human speech train. The pupils may give different sounds to make the train go, as ch,ch,ch, or whatever sound needs practice. Other sounds may be used to indicate increase of speed, such as t-d-t-d; or to slow down, s-s-s-s. The children are given permission to put baggage on the train by using a word beginning with the desired sound. For example, one boy acts as engineer to lead the group around the room. Each child has to give the correct sound before he buys a ticket from the teacher to get on the train. He then gives a word containing that sound to a conductor in order to be allowed to put his baggage on the train. The train then travels up and down the aisles. The passengers help the engineer make the train go by imitating whatever sound the engineer makes.

23;23 Telephone Listening

Select a telephone Operator. Each child has a turn to call a friend. It is explained by the teacher that he is to have one or two simple questions clearly in mind, speak clearly and politely, and make the talk reasonably brief. The listener is encouraged to answer the telephone correctly, listen carefully for the meaning of the question, and get to the point in answer-the questions. Children will take turns as speakers, switchboard operators and listeners. Some children will not be able to converse freely. The teacher may find it helpful to suggest an idea such as giving an invitation to a party or asking about a new pet. Encourage the children to play this game quietly and unobtrusively--possibly in a section of the room such as the "work corner."

17;105 Telephone Conversation

Two players are selected to carry on a telephone conversation, and are given a few minutes for planning. The conversation can be between storekeeper and customer, parent and teacher, housewife and plumber or electrician, or it can represent a call to the local fire department, police station, hospital or railroad station. The call, however, must have a purpose other than socializing.

Once the planning is completed, the conversationalists go to the telephone. Use imaginary, toy or homemade telephones. For an allotted time (3 to 5 minutes is usually ample), the children conduct the business at hand. In each case, they should follow telephone etiquette and cover the "who, why, where, when and how"

of the situation.
Members of the group interpret the telephone situation and discuss possible short cuts and improvements.
Then the next two players plan a conversation.

Conversations

Choose two children to be "friends," "acquaintances," or "perfect strangers." Choose a situation they might be involved in such as: bumping into each others' carts at the grocery store, meeting on an elevator, and so forth. Let them talk for one or more minutes.

Simple Introductions

Many teachers have some simple costume props that will quickly transform children into grownups. A mustache or beard, derby hat, big pocketbook, or high-heeled shoes will do the trick. Now you are set to play introductions.
Two children become Mr. and Mrs. Jones. Another child can introduce his friend to them, or the teacher to the grownups. Or they can pretend that they are the child's mother and father and introduce them, and so forth. Many imaginary situations can be created. Because the costume effect is so slight it can be quickly taken off by one child and put on by another.

10;46 Helping Children Talk Better

Bring out four boxes containing "peep shows." Put one in each corner of the room and divide the class into four groups, one for each box. Tell them to take turns looking into the boxes and then describe to each other what they see. Circulate around the room to hear the discussions and choose from each group a child who will tell all the children what is in his group's box.

25;95 Storytelling

Hold an informal conversation period on Monday morning.....
In group conversation, tell stories about incidents that occurred on a trip or anecdotes about pets or persons.
Tell or read a story or listen to one read or told by the teacher.
Show pictures and tell the experiences they recall or the ideas they suggest to the imagination.
Read clippings which tell of current situations.
Tell stories of happenings in the community.
Tell stories or anecdotes during the morning or lunch period.
Tell true incidents or imaginary stories stimulated by such sensory experiences as being out in snow, rain, wind, or storm.
Realize the need to plan an original story for a radio broadcast or puppet show.
Listen to stories or experiences told by the teacher or by other pupils.
Create a continued story in class.
Plan an invitation to another class to join in a story hour.

7;47 The teacher gives the beginning of an original story and then asks the pupils to plan a continuation of it.
The teacher (a) displayes a series of pictures on a bulletin board, three for example, to illustrate a story, (b) has the pupils discuss what they think is happening in the

pictures, and (c) suggests that some may like to plan a story of their own about the pictures.

After the teacher has read or told stories to the class, the pupils discuss characteristics that made the story a good one.

The pupils analyze some of the stories they have read in terms of characteristics that made those stories good stories.

The pupils rewrite a brief story in which the events have been listed in scrambled order.

** All About Me Book

Make a large book fastening poster board together with loose leaf rings. Make pages with the following titles: All About Me, A Picture of Me, A Picture of My Family, My House, My Best Friend and At School.

Dramatization

The teacher reads a story and the children are encouraged to dramatize it, giving simple lines to the parts. She may ask the class or members to supply lines to a familiar story. Example: "Little Red Riding Hood."

Supplying Endings

The teacher reads three or four lines of a story unknown to the children, who then supply endings. These stories may be original or actually be stories that the teacher will read at a later time.

26;158 Individual Stories

Write or type children's individual stories and paste them on cardboard. Develop a library of these. On the back write a sentence or two giving some directions for something to do after reading the story. Number these cards. Have a set of cards numbered containing the answers for the child to check. One might have a check list so that the child may sign his name upon correct completion of a card. Samples of directions:

Prepare this story to read to the class.
Draw John's dog.
Cut out the ball, wagon, and house in Mary's story.

** Here's To You

Each child contributes a page of a birthday book. He uses 9" x 12" manila paper and draws a picture suitable for the event. At the bottom of the picture he prints "Happy Birthday to _______ from ________." On the back of the picture he prints an appropriate story. This is all original. The honored child chooses the cover color, and the teacher prints the appropriate wording. The children present their pages, and the honored one places them. The book is put together with long fasteners. "Get Well" and "Good-by" books are equally enjoyable. They are all presented with a smile and sometimes with a song!

Who Am I?

The teacher says "I am thinking of someone in this room whose name starts the same as 'meat,' 'mother,' and 'missile.' Who can it be?" When a child realizes that his name begins with the same sound he joins the teacher in front of the class. If there are others, wait until they, too, become aware of the same initial sounds. A slow child may be helped by clues from other children. The teacher starts the game again with another letter. Those who have come to the front may stay there sitting on the floor or at a library table.

7;182 Developing the Vocabulary

Use words in sentences in which the meaning is indicated.
Provide much opportunity for conversation.
Read poetry and prose.
Make experience charts.
Provide the pupils with new experiences.
Ask the pupils to find their names in a list.
Make "helper" charts.
Have the pupils use labels for exhibits, for identification of supplies, etc.
Provide color and number charts.

* Learning New Words

A reading game that helps a child teach himself new words can be made from two pieces of tagboard about 8" x 10". On the first one the teacher can print a familiar nursery rhyme such as "Jack and Jill," underlining words the class will need to know such as "went", "up," "down," "water," "came," "his." On the other piece of tagboard the teacher can print the same nursery rhyme omitting the underlined words. The omitted words are printed on tiny flash cards that will fit in the blank spaces. The cards can be kept in an envelope glued to the back of the tagboard. The child can first match each flash card to the underlined word to find out what the word on it is. Then he can fill each blank on the other tagboard "page" with one of the cards.

** Expressing Feelings

Mood pictures to express feelings such as dizzy, nervous, sticky, wobbly, and so on, are an interesting art activity as well as developing vocabulary. List on the chalkboard as many "feelings" as you can think of. Discuss color--bright colors express feelings of happiness or joy; dark colors express feelings of gloom or despair. Consider line--curved lines express feelings of jolliness and happiness; zigzag lines can show fright; straight even lines can show monotony. Label the designs according to the feelings expressed.

* Picture Post Office

Buy two inexpensive picture dictionaries and choose pictures of objects familiar to the six-year-olds or those you wish to add to the first grade vocabulary. Select the same set of pictures from each book, glue to tagboard, and cut out, to make easily handled picture cards. Get a carton with cardboard separators--the kind in which pint-size glass food containers are shipped. Set it up on one side, so that the partitions form "letter boxes." Fasten one set of picture cards to the letter boxes in alphabetical order and place the other set in individual mailing envelopes (unsealed). The children can devise many variations of "post office." One

child may be the mailman and another visits the post office to ask for a letter for "Mrs. Turtle" or to mail one to "Miss Umbrella." To maintain interest, change the cards often.
For more mature youngsters, add a "letter" which has no mailbox and suggest that the letter for "Mr. Helicopter" could be placed in "Mr. Hat's box" because they live on the same street.

17;46 Coffeepot

Even before the formal study of parts of speech, children can evolve a concept of the action word or verb of the sentence by playing Coffeepot. Any number from 2 to 40 can play.
While one of the players is out of the room, the others decide on a verb, such as "eat." Then the player returns and tries to guess the verb by asking questions which can be answered by "yes" or "no". Working from general questions, the player gradually narrows down the possibilities.

Do animals coffeepot?	yes
Do all people coffeepot?	yes
Do we coffeepot standing up?	yes and no
Do you like to coffeepot	yes
Do you coffeepot in the morning?	yes

Rhyme Time

For the 9- and 10-year-old, Rhyme Time is a fascinating game. Two can play but a large group makes for a faster moving game. One player chooses a word and says: "I'm thinking of a word that rhymes . . . with fame." Another player responds with: "Is it what a person is called?" "It" says: "No, it is not a name." A third player asks: "Is it what we are playing?" "It" says: "No, it is not a game." Eventually, someone guesses: "Is it something some animals are?" "It" replies: "Yes, it is tame." When a player guesses the original word or when he asks a question that "It" cannot answer with a rhyme, he becomes "It" and selects the next word.

17;32 The Sounds of Things

A favorite word-guessing game is Alphabet Object in which one player chooses an object and identifies it only by its initial letter. The player says, "I'm thinking of something that begins with ...." and he names, for instance, "P" with the word "pencil" in mind. Others guess until the object is named correctly and the winner then chooses the next object.
To help the beginning reader, here is a simplified version with the emphasis on the initial sound rather than on the alphabetical name. One or many may play. The player says,"I'm thinking of something to sit on that starts like cherry." The others guess until one correctly calls "chair." The next player, perhaps, says, "I'm thinking of a day of the week that starts like thimble."and the others guess until one says "Thursday."

27;37 Riddles

Sentences similar to those below may be prepared, using words with which the children are familiar. Example: What is it:

Smoke comes out of it..............
Bees make it......................
We use it in cold weather..........
We go there to swim................

13;34 Alphabet

Some attention should be given to individual letters only after the child has accumulated a good sight vocabulary of words and phrases he knows automatically. The letters are valuable as the child learns initial consonant sounds or vowel sounds and in developing readiness for later dictionary work. To help children differentiate letters frequently confused, the following little "stories" are examples of what may be used with or without pictures to illustrate:

This is b
b is on the line
b is tall like a building
b looks to the right.

This is p
p is down below the line
p is long on the bottom
p looks to the right.

This is d
d is on the line
d looks to the left.

This is t
t is on the line
t has a little hat.

** Alphabet Parade

To teach the alphabet you may do so with a parade. The marchers get in line as you call the letters. This can be played with either the first or the last name. For example: you say "A" and all the Ann's and Andy's get in line. The Bob's and Betty's respond to "B," and so forth. You may also want to play this by calling letters at random. Once the children are in line, play some music for a brisk march.

28;12 Ticktacktoe

Each child plays with a partner and is assigned a different consonant instead of the usual "x" or "o" symbol. As the teacher calls words, players listen for their consonants which may be heard either at the beginning, middle, or end of the word. Initial consonants should be written in one of the three spaces at the left-hand side; middle consonants are written in any of the three middle spaces; and final consonants are written in one of the right-hand spaces. For instance, one child might have "f" and the other "s". If "cuff" is called, the child having "f" could place an "f" in any one of the three squares on the right. The next word might be "salt" and the child with "s" could put an "s" in any one of the first three boxes. The next word might be "after" and the first child would put an "f" in one of the three middle squares, and so forth. The whole class may be divided into groups of two and all play at once if desired. When the game is finished, it is fun to see which consonant won. Different consonants may be used.

** Climbing the Stairs

Give each pupil several different cards, each of which has printed on it a consonant, speech consonant, or blend to which pupils have been previously introduced. Let each pupil pretend that he is climbing a staircase. When it is his turn, he gives a word that either begins or ends with the sound represented by the letter or letters that appear on the card he holds up for others to see. The pupil should tell whether the word he gives begins or ends with the sound in question. The first pupil to reach the top step by giving a correct word for each of his cards wins.

17;45 The Doctor's Cat

The Doctor's Cat is a simple game requiring each player to use an adjective beginning with the same initial letter to describe the cat. The children sit in a circle. The first player says, "The doctor's cat is an active cat." The second says, "The doctor's cat is an angry cat." After each player uses a different adjective beginning with "a", the sentence returns to the first player, who then makes a descriptive remark about the cat beginning with "b". It may be advisable to go from the first player's "active cat" to the second player's "big cat" and the third's "clever cat," etc. To encourage listening perhaps each player could repeat the preceding adjective before adding his.

* Word Sounds

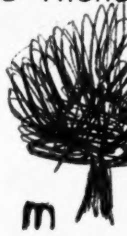
Use any free moments for simple activities on words and sounds. At dismissal time, for example, when children have wraps, a child is asked for a word which begins like farmer, or pig, or any word with a beginning sound needing drill. When the word is given, he is allowed to get his coat

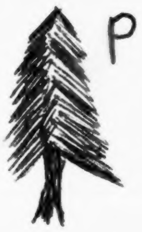
** Initial Sounds

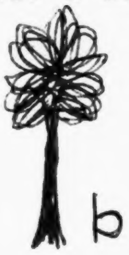
Clap out initial sounds that are alike, i.e., "Bobby thinks the baby has a ball." Other suggested words are cat, dog, hat, nut, turtle, etc. When the children have become aware of the first letter in words, try this device. Say several words starting with the same letter as "ball," "bat," "boat." Go around the room giving each pupil a chance to think of a word beginning with the sound "b." When the children seem unable to think of a word, start another letter. This may be used as a game with four groups. Scores may be kept.

23;17 Lost Squirrel

Draw three trees about two feet high on the board, a maple, a pine, and a birch. Cut from construction paper a squirrel about three inches high.







The teacher says a word beginning with the letter m, p, or b, for example, "mother." The first player takes the squirrel home to the "maple" tree. If the teacher says a word beginning with b, for example, "bear" the next player will take the squirrel home to the "birch" tree. Continue until all children have had turns taking the squirrel "home" to various trees. The same idea could be used with a bee in search of a flower home, "dandelion, rose, buttercup." In upper grades, medial sounds might be used. All words should avoid (1) blends such as in "snapdragon." (2) words beginning with vowels if played in grades K-2. (3) misleading words, such as "geranium" or "cinder".

** Phonics Game

This is a game for first-graders, to help them become more familiar with initial consonant and vowel sounds. Place five large letters on the chalkboard. Then say a word to the class that starts with one of these letters. If a child knows which one of the five letters begins the word, he raises his hand and asks, "Is it H?" If he is correct, he goes to the board and prints the letter "H" under the one already there.

** Show Me Game

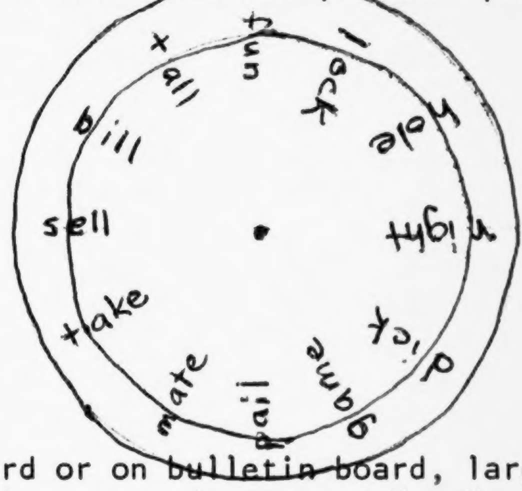
Have the children pretend they are going to a circus. Have them tell some of the things they wish to see while there. As they name these, they must show a card that has the same beginning sound as the item they name. These cards are made prior to the beginning of this game. This game may vary with other places of interest.

4;120 Tic Tac Toe

Draw a tic tac toe game on the board. Divide children into two teams. Two children play at a time. A symbol (circle or square) is chosen by each team. Show a picture to the two children. The child who raises his hand first identifies the picture and tells the initial sound he hears. If he is correct he draws his team's symbol in a square. The child who has answered correctly is replaced by the next member on his team. The team which completes a horizontal, vertical, or diagonal line first wins.

13;36 Rotating Wheel

Two circles, one smaller than the other, are fastened together through their centers in order to rotate freely. The centers may be fastened by a large brass fastener. Initial consonants are printed on the large circle, and phonograms are placed around the edge of the smaller circle so that different words can be formed. By rotating the larger circle, initial consonants can be combined with the same phonogram. This device can be used to stress initial sounds, common phonograms, final sounds, etc.



18;9 Color Word Game

Put on blackboard or on bulletin board, large squares of colored paper. Manuscript on card the word "red". Put this under colored paper. Say the word, hear it -- sounds short and looks short. Now take yellow--longer word and sounds longer. Observe configuration. Make flash cards. Let the child walk up and match cards; have plenty of activity. Let every child succeed. Look for likenesses.

** Vowel Book

Let the child make his own vowel book. One for the long sound of the vowel and another for the short sound. From magazines cut small or average size pictures (such as coat, goat, cone (ice cream), boat, etc.) In upper right hand corner of the page put the letter o. Let the child paste at least two pictures on the page. The picture word must contain the sound of the vowel the page represents. A consonant book may be made in the same way. This is a good listening activity. Some teachers print the word under the picture on each page.

Vowel Toss

Here is a good way to review sounds. Place vowel letters on the sides of a wooden or cardboard block. Make enough score cards for several players. These will contain the letters on the block. Each must give the sound (or sounds) of the letter that is on the top, and cover that letter on his card. If the blank side turns up, a turn is forfeited. First to cover all letters on his card wins. (A variation would be to give a word with the vowel sound.)

4;121 Touchdown

Print vowels to be reviewed on small oak tag footballs and arrange along the chalk ledge below two football goal posts drawn on chalkboard. To score, the child must name vowel, give a word that has the long or short vowel sound, cross the "field" to his goal post.

Finish the Face

Draw an outline of a face on the chalkboard. Ask questions pertaining to the type of work that needs reviewing. If the children need help on vowels, say a one-syllable word. If a child identifies the vowel sound he draws one part of the face. The game is over when the face is completed.

Vowel Game

Write a letter on the chalkboard and mark it long or short. Show a picture. If the picture's name has the same vowel sound as the symbol on the board the children clap their hands softly. Variations of this game can be used.

Seasonal Games

Make cutouts suitable to the season or holiday. On the cutouts write letters, blends, or words. Place them in the chalk ledge or pocket chart. Say a word. A child names the sound heard in the word and takes the cutout that names the sound. After all cutouts are taken the child with the most is the winner.

Fishing Game

Choose words that need reviewing. Write them on cards. Scatter them on the floor in the circle. Say to the children, "Let's go fishing." Choose one child to fish. If he says a word correctly he keeps the card and another child takes his place. Any word on the floor may be chosen.

A New Word

Choose two teams. Tell the children to change the initial letter of the word that has been spoken to make a new word. Score a point for each new word given. At another time the final consonant or the vowel might be changed.

** Phonic Activities

Tell in which words named by the teacher (such as cat, race, name, sat) there is the sound of the short a.

Tell whether a given sound, like p, comes at the beginning, middle, or end of words containing the sound that is named by the teacher.

Collect or draw pictures, the names of which rhyme.

Say the name of a picture and place it in a pocket on which there is a picture that has the same beginning sound.

Select from a pack of picture cards those that have two pictures the names of whose initial sound is the same.

Tell whether the beginning or ending of pairs of words that the teacher names are alike.

** Rhyming Words

The teacher hides cards around the room to rhyme with several words she has near her. As she holds up a word the children are to find the one that rhymes with the one she's holding. This can also be done with opposite words, color words, etc.

Does It Rhyme?

As a follow-up of your daily reading groups, make cards with some of the reading words printed on them. Prepare smaller cards with words that will rhyme with them. Place the large cards in the chalk tray so that the group can see them well. Give each child about five of the smaller cards. When a child finds a card he thinks will rhyme, he takes it to the board to check similarities. Then he pronounces the words for his teacher.

13;42 Card Calling Game

On small cards, say, 3" x 5", print words with different vowel sounds, such as "pig," "hat," "wig," "can," "ran," "sat," "big," etc. Shuffle the cards and give four to each child. A small pack should be left face down on the table. The first player reads a word from any of his four cards. If another player holds a card that contains a rhyming word, he must give the card to the player calling for it. The next player receives a chance to call any of his words. When a player fails to get a card from any of the players, he may draw from the pack on the table. If he still fails to get a rhyming word, or if he cannot read the card he has chosen, he must discard the card he called. The player with the most cards at the end is the winner.

23;20 Rhymes

Prepare rhymes of two or more lines. The teacher or game leader reads a short rhyme, preferably of two lines, omitting the last word. The children raise their hands to indicate readiness to supply the necessary word. Examples:

Look, oh, look
At my new (book).
Hippity Hop!
I just can't (stop).

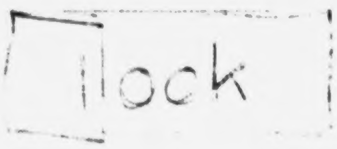
This may be a written exercise for children who have had sufficient experience with spelling.

20;18 Letter-chain Game

A letter-chain game, played with mounted pictures, can provide practice in associating initial and final consonant sounds with letters. Select pictures that show objects with names that begin and end with single consonant sounds. A child can arrange the cards in a chain, on his desk or a table, by matching the final consonant sound of one name with the beginning consonant sound of another; for example: dog, gum, muff, fan, newspaper.

Substituting Consonants in Words

Exercises in consonant substitution can help youngsters develop skills that lead to independence in reading. To make a booklet that provides practice in consonant substitution, fold several slips of paper, perhaps 3" x 4", into a booklet and staple them together. Then staple a strip of tagboard, about 3" x 6", to the last page to form a wide back cover. Write the first letter of a known word (the l in look, for example) on the first booklet page and the rest of the word on the tagboard strip as the drawing shows. On each of the following pages write a different consonant or consonant blend (b, br, c) that combines with the word ending to make a new word (book, brook, cook). As children turn the booklet pages, they attack these words by substituting initial consonants.



20;19 Substitutions

When children have learned most of the single consonants and consonant blends, have them work exercises like the following to practice substituting consonants to form new words. Write on the board some known words that can be used for initial and final consonant substitution. Have children copy the words and list under each word as many new words as they can form by substituting initial or final consonants; for example:

pig - pin, thin, chin, chip, whip, ship
cut - hut, hum, hush, rush
eat - each, peach, teach, reach
pet - yet, met, net, set

23;23 Airplane Flight

Divide the children into two groups of similar ability, with each group representing an airplane. The teacher places a number of word cards, side by side, on the chalk rail. She then clearly pronounces one of the words. The first child in Group 1 goes to the chalk rail and points to his word. If correct, he takes the word card back to his seat. The first child in Group 2 follows the same procedure and the game continues until all children have had a chance. The group with the most cards may have their plane "take off" and march quietly in a line around the room and back to their seats. All cards are now placed back on the chalk rail. The game continues during a second round or until the teacher's judgment indicates a terminal point. The groups could represent rocket ships or another mode of transportation.

* Word Matching

To give practice in word recognition and to help increase vocabulary, I have several "Treasure Boxes." Each contains a variety of small objects--a button, a ring, a pencil, a coin, and so on, as well as a set of corresponding name tags. Each child chooses a box and tries to match each object with its name card. When writing activities have been introduced, a child can copy the words and draw pictures of the articles he likes best, or perhaps attempt a few simple descriptive sentences. The handling of concrete material proves a stimulating change from the pictorial approach usually used.

Saying Similar Sounds

"Betty Boop bought Billy a big ball." Children love alliteration and will often be unusually creative in developing long strings of words that are highly alliterative. Make this a casual activity. Each new alliteration can be placed on the bulletin board for all to see.

** Playing Bingo

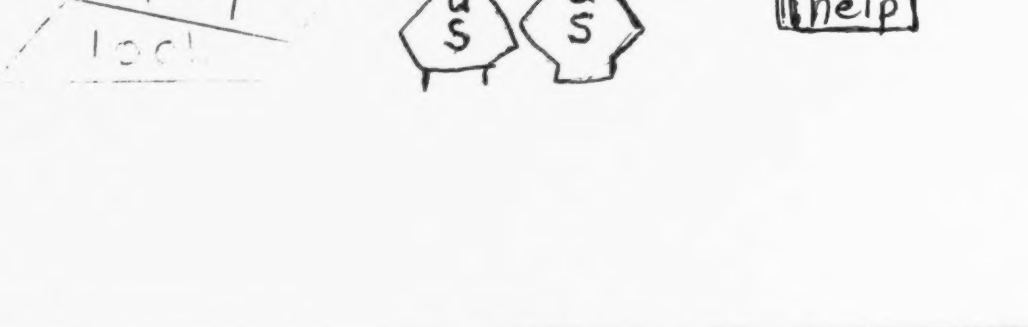
The teacher flashes cards. If the child has the word on his playing card, he will check it off. After having checked five in a row, he calls BINGO and must call off his words.

Word Building

Prepare a set of large cards with one of the difficult consonant blends on each as "st," "sm," "sp," "sk" along with some easier ones for variation. Divide the children into groups or rows and in turn each one will draw a card. If he recognizes the blend "sm" he should say a word such as "small" or "smart." Scores may be kept for each group.

20;16 Aim for the Moon

With rockets and space capsules so much in the news, space-minded youngsters will enjoy a game that lets them "aim for the moon" while strengthening their memory of word forms. On 12" x 18" construction paper, draw a spiral path leading to the moon. Mark off ten or more sections and print a known word in each section. Two players each take a space capsule (marker) and a set of cards containing the same words that are on the path. The players place their capsules just below the first space and their cards face up. The first player reads aloud the word on his top card. If it is the same as the word in the first space, he moves his capsule to that space; if it is not the same, he may not move. He places his card at the bottom of his pack and the other player takes a turn. A player who miscalls a word, once his space capsule is launched, must move backward one space. The first person to reach the moon is the winner.

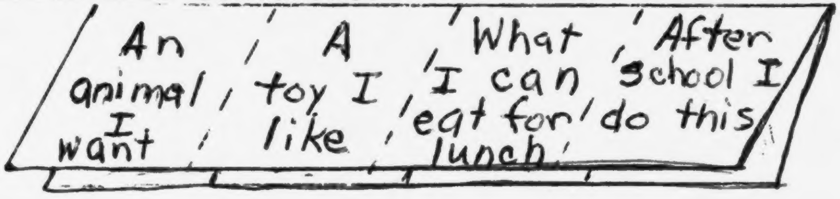


8;127 Action Sentences

The leader, who may be the teacher, places in a word holder or on a chalk ledge several sentences with directions such as "Get a book from the table." After a pupil has performed one of the directions, another child points to the sentence that tells what the other child did. He reads the sentence as he points to it.

28;20 Peek-a-boo Pictures

Practice in reading and following directions will be provided in making these entertaining pictures. Fold drawing or lined writing paper in half lengthwise; divide it into four equal parts and cut on the dotted lines as shown. Such things as "An animal I want," "What I eat for breakfast," "What I do after school," "A toy I like," "The work my daddy does," etc., can be written on the front. The child then draws a picture inside to illustrate each statement.


An animal I want
A toy I like
What I can eat for lunch
After school I do this

** Sequence

Sentences may be written on sentence strips and placed in a card holder. The class may read them silently and then orally. Then they may rearrange them in the correct sequence, and reread them orally. At another time, number cards may be used with the sentence strips so that the numbers can be placed in front of the sentences to indicate the correct order.
When sentences are to be arranged in order give directions similar to the following:

Make a red X in front of the first sentence.
Make a green X in front of the second sentence.
Make a black X in front of the third sentence.
Etc.

** Poems in Sequence

Each line of a four-line poem may be written on a strip of oak tag and placed in an envelope. The children may arrange the four lines in the correct order to make a poem.

28;21 Shuffled Comics

After newspaper comic strips are cut apart in squares and shuffled, ask pupils to put them back in proper order. To increase the difficulty of the exercise, put in a square from the same strip that is from a different date. The child should then put the picturnes in sequence and pick out the one that does not belong as well.

** Watching Game for Sequence

In this game, the teacher or child performs a short series of acts, such as tapping on the desk, lifting a book, and then picking up a piece of chalk. One child is called upon to tell the nature and order of the acts performed. The number of acts may be increased as children become more proficient in remembering sequence.

13;36 Word Types

Print on the blackboard lists of words appropriate to a particular type of story. The children are told to choose the words that can be used with that type of story. For example, the following words could be given:

magic
giant
ranch
sword
corral
dwarf
dude
bullet
lasso
cowboy
gnome
ogre
rescue
maiden
pasture
airplane

Children are told to select words that would best be used in a fairy tale, etc.

29;66 Adding to Tall Tales

Several groups of five or six pupils may be formed to tell tall tales of the cumulative type. After group consultation about a theme, the leading storyteller of the group will listen and, in turn. add a new incident. At the close, the leader may call upon pupils in the audience to repeat the incidents in a chain. The more fantastic and imaginative the incidents, the more the audience will enjoy the story. Sea monsters, Wild West incidents, or space travel may be the theme. Listeners get practice in sequence of ideas and reproduction of the more humorous or imaginative items.

17;47 Next Word?

This is a game bound to trick the wool-gatherer, but it can stump even the most attentive of listeners. Any number can play. A large group however, should be divided into teams. The leader reads aloud a story or article but pauses either in the middle or toward the end of a sentence to ask, "Next word?" Individual players or teams take turns supplying a word. The first to give the correct "next word" scores a point. The winner is the player or team with the most points at the end of the story.

* Let's Swap

Arrange with a teacher in another section of your grade to do some swapping. Each child writes a story for the other class to read. Before swapping, the writing, reading, and rewriting will give valuable drill. Then reading what another class wrote will be a further incentive to good reading.

25;155 A Quiz Program

Divide the class into two even teams and have a scorekeeper selected. Have the first pupil on the first team read the first sentence, using the correct word from the words given in the parenthesis. Ask the first pupil on the second team to say whether the sentence is "Right" as read or "Wrong." If the sentence is "wrong," the first pupil on the second team reads it correctly, and so on, alternating between the two teams. The scorekeeper gives one point to a team for each correct reply. The team with the largest score at the end wins.

Sample Sentences:

James said that for many years he had (ridden, rode) horseback.
Mary has (chose, chosen) you for her team.
Have you ever (drove, driven) a car?
Etc.

** Words That Describe

The teacher finds a large colorful picture of a dog, cat, horse, man, baby or any other expressive picture and mounts it on the bulletin board, poster board, or flannel board. Ask the children to give you words that describe the picture, such as pretty, big, tall, lazy, etc.

17;53 Teakettle

Teakettle is a play-way of dealing with homonyms and homographs, words that sound the same, but differ from one another in origin, meaning and often spelling. Such combinations may be bear and bare, blue and blew, or trip (meaning to fall) and trip (meaning a short journey). Any number from 2 to 50 can play.

While one player ("It") is out of the room, the group decides on a word or set of words with multiple meanings. The player returns and tries to discover the words. The others make conversation, substituting "teakettle" wherever they would normally use one of the words decided upon. Suppose the set of words selected are "to, two, and too." One player may say, "I put teakettle books on the table teakettle." Another adds, "Teakettle dogs went teakettle the house immediately." The third says, "The teakettle of them ran teakettle the house teakettle." "It" may join in the conversation and try to lead the group toward a topic he considers helpful. Each of the players contributes one sentence until "It" guesses the words. The player who leads to the solution becomes "It."

4;21 Who Went Away?

A leader is chosen; the other children close their eyes. The leader touches a child who then leaves the room. The leader tells something about the child who went away. Example: The child is a girl. She has a pony tail. Her dress has blue on it. The children guess who went out of the room. The teacher should be the leader first to give children an idea of how to describe someone.

** Oral Expression Skills

Touch and tell box is used to stimulate oral expression. The child will put his hand into a covered box and describe what he feels. Teacher will encourage the use of words such as smooth, hard, rough, soft, flexible, brittle, etc. The child will be expected to speak in complete sentences. The box may contain such items as cotton, rocks, rubber bands, tooth brush, cup, key ring, bracelet, ball, sandpaper, cloth, etc. Also the dramatization of familiar stories such as "Little Red Riding Hood," "Three Little Pigs," and "Three Billy Goats Gruff," have proven successful in getting children to express themselves.

* Descriptive Adjectives

How does spring look, feel, smell, and sound? To emphasize descriptive adjectives, make four lists with the children. Leave them on the chalkboard to inspire stories that they write immediately after the discussion.

moist	fresh	busy	green

Word Drill

Make a "field" by cutting slits in a large box top. Cut out pumpkin shapes with tabs at the bottom to fit into the slits. On the back of each write a drill word. In turn each child picks a pumpkin and reads it. If correct, he keeps the pumpkin. If incorrect, he puts it back. Use the field again and again, substituting any "crop."

Bring to class a small bare branch stuck in a can of sand or stones. Children draw and cut out large leaves. Write a word for language drill on each leaf. Use them as flash cards. When a child tells a word, he can tape the leaf to the tree. Save the tree for other drill in other subjects and to use other times--red leaves or apples in the fall.

31;59 Use Is and Are Correctly

Make a chart of many action pictures. Tell something about two of them. Example: The pony is running.
The ducks are swimming.
What is the girl doing?
What are the hens doing?

Say to the children:

Now tell about something in one of the pictures.
When you talk, use the word is to tell about just one thing.
Use the word are to tell about more than one thing.

** Scramble the Eggs

Give each child a 9" x 12" sheet of construction paper. He folds it in quarters and draws and cuts out four identical eggs. A zigzag line cuts them in half so that all four eggs are identically divided. Children put a sentence on each egg--half on one piece, the other half on the other. Then they mix up the pieces and change with their neighbors. To complete the puzzle correctly, each egg's sentence must make sense.

Sentence Scramble

This is a game for the flannelboard. Choose several four- or five-word sentences and select a group of children or a "committee" to print each word on a cardboard strip. Then scramble the words on the flannelboard and let each child at his seat write them into a good sentence form. The first child ready may arrange the words correctly on the flannelboard. Plain construction paper will stick to a good flannelboard.

** Asking and Telling

Have the children use sentences to tell about something. Then give two sentences: I went to a party. What did you do at the party? Ask the question: Which sentence asks something? Which one tells something? Have each of the children use a sentence to tell or ask about something in the room.

Telling How

To illustrate the "how" of things, and to lay a foundation for the proper use of adverbs, say the name of an animal. Let one child explain in words or motions, or with both, just how the animal "jumps" or "crawls" or "wiggles." Ask questions such as "Does he go fast? Does he go very slowly?" until the other children catch on and begin to ask the performing child themselves.

20;16 Anticipating Words in a Sentence

To reinforce the understanding that a sentence is a unit of meaning, have pupils make up endings for incomplete sentences. Place on the chalk ledge or write on the board such sentence starters as the following:

Dick and Tom went __________. Tim is a __________.
Grandfather has a __________. Look at __________.
Sally likes to __________. Come and __________.

Have the children copy and complete the sentences on sheets of paper, using words on the board or My Little Pictionary (if available) for help if they need it. Remind them that a sentence must always tell something.

Sentence Meaning

Place on the chalk ledge or write on the chalkboard sentences such as:

Come and look at this.
Puff can ride with me with.
Jane and Puff with can ride.
Spot Look can ride with Dick.
Come and said look at this.

Children are to remove the surplus word from the board or ledge and re-space the remaining words, or copy the sentences on a sheet of paper, omitting the word that doesn't belong.

** Finding Out About Paragraphs

Provide a story for the children to read. Remind them: "A paragraph is a group of sentences that tell about one thing." Explain: "Each paragraph in this story has a number. Read paragraph 1. See how its sentences belong together. What do they tell about? What does paragraph 4 tell about? Paragraph 10? 13? 20? How do paragraphs make a story easier to read?"

32;15 Play recordings of good music or poetry readings. Ask the children to listen and think about what they hear, and then put their ideas into words.

Pass around a damp sponge, popcorn, rough stone, marble, rubber band, sandpaper, orange, apple, velvet and similar diverse items for everyone to touch while eyes are kept closed. Afterward let the children describe what each item "seemed to be." Suggest that they can be more imaginative than factual.

* Personalized Dictionary

An 80-page composition book for each pupil can be made into his own dictionary. Cut strips one inch wide from oaktag for guides. Using a guide, draw a line down the right side of all pages in the book, one inch from the edge. On a top line, print "A" as a capital and in lower case. With scissors, cut out that part of the page within the one-inch strip and below the letters. Similarly, cut out the next two pages. On the third line of the fourth page, print "B" as a capital and in lower case. Cut out that part of the page within the one-inch strip and below the letters. Similarly, cut out the next page. Follow the same procedure for all the letters, using the number of pages listed below as a guide.

A-3
B-2
C-3
D-2
E-2
F-2
G-2
H-1
I-1
J-1
K-1
L-2
M-2
N-1
O-1
P-3
Q-1
R-1
S-3
T-2
U-1
V-1
W-1
X-Y-Z-1

20;21 Meaning and Function of Words

The following exercise can help children understand that a word can have different meanings and that the meaning of a word depends upon the context in which it is used. Write on the board definitions and sentences like the following:

hard--like stone
The work was hard.
Linda sat on a hard chair.

room--a place in a house or school
The children came into the room.
There is room for one more in the car.

Children are to decide in which sentence a word is used according to the definition, then copy the appropriate sentence from the board.

Alphabetical Items

You might also make a collection of small items or pictures, one for each letter of the alphabet: acorn, brush, chalk, doll, eraser, and so on. Let one or two children arrange the items on a table or bulletin board in alphabetical order. Remind them to wait until the arrangement has been checked before restoring the collection to the materials center.

** Initials

Once children have a familiarity with letters they like to know their own initials. Explain the meaning of the term "initials". They can print their own, make them with letter cards, paint them on the easel, and so forth. With small groups play a guessing game in which you put a first and last initial on the board and the children guess whose name it is. If you use the game, skip middle initials, since they make it too hard. Unless your group is very precocious, don't play with more than a dozen children.

* Spelling Suggestion

As children begin to read, make a large class chart of words they know. Keep the chart in evidence for several weeks. The large words in front of them will unconsciously promote spelling. After a few weeks, check to see how many words on the chart can be spelled correctly.

Act Out the Word

After the children have been given their spelling lists for the week and are familiar with the new words, they play a game called "Act Out the Word." One child is selected to pick out a word. He goes to the front of the room and acts it out in pantomime. The other children try to guess which word he has chosen. The child then calls on someone to tell him which word it is. If the correct word is guessed, that child has the next turn. Before the first child sits down he must pronounce the word and spell it correctly. This game is especially good to play while there are other pupils working on spelling exercises at the chalkboard. By the time the exercises are finished and the children are ready to tell about them, the children at their seats are ready to listen; for everyone has been busy at the same time.

Spell-a-Picture Game

On the back of 2" picture cards I wrote the names of the objects or activities represented in the pictures. Then I made up the following rules for playing the game.

1. The object of the game is to get rid of all cards by spelling the names of the objects or activities. The correct spelling is on the back of each picture.
2. The dealer gives each person seven cards. The player checks the spelling on the back of the cards, and then places them, picture side up, in front of him.
3. The dealer then asks the person at his right to spell a certain one of his (the player's) pictures. If the player can spell it, he discards that card and calls on the person at his right.
4. If he cannot spell his picture, the dealer gives him another card and calls on the next person to the right to spell a picture.
5. Anyone can challenge a player who appears to be bluffing. If he is right, he can discard one of his cards. If he is wrong, he has to draw a card from the dealer.

After I found out that the children enjoyed playing the game, I augmented it each week with pictures which fitted our spelling words for the week. Spelling grades zoomed.

Word Pictures

To begin the game, the teacher describes a word phonetically from the current spelling lesson. The word "like", for example, would be described as "a one syllable word beginning with a consonant and ending with a vowel." The teacher calls on a child to find the word. He in turn will describe a word and call on a classmate to answer his question. The game continues until the list is completed.

** Spelling Riddles

Let the children put on paper, the riddles they want you to guess, or have them try spelling riddles like these below:

Drop the m from mother
And you will spell ________.
Put m before an
And you will spell ________.
Put c before old
Spell the word ________.
Put c before up
And you will spell ________.

Spelling Tag

One person is chosen to give the first word. He walks around the room to choose a person to spell the word when he questions him. If the person asked cannot spell it, the questioner continues looking for someone who can spell the word correctly. The child giving the correct spelling then chooses a word and begins his search for the correct spelling.

** Word-0

Each child has a card marked in sixteen squares. From a list of reading or spelling words each one may fill in his card as he chooses. The teacher will have a set of flash cards of the same words. As the teacher shows the flash cards the children may check the word if they have it or place something on it as in Bingo. The first child to get five words in a row wins.

Spell-Talk

Once in a while children enjoy a "spell-talk" game. Two children engage in conversation, but instead of saying the words, they are spelled out. For instance, "H-o-w a-r-e y-o-u?" " a-m f-i-n-e." Pair off children of equal ability. Good for gaining speed in spelling and practice in listening.

Do You Know Me?

The child stands and spells a word from the word list without pronouncing it. He then calls on a friend to pronounce the word. If the friend fails to pronounce the word correctly, the child then calls on another person. The child pronouncing the word correctly becomes the next questioner.

Add-a-Letter

Add a letter to each underlined word. Then write the new word you make, like this: Add a letter to lap to make a sound. (clap)

Add a letter to on to make a number.
Add a letter to hop to make a store.
Add a letter to in to make something with a sharp point.
Add a letter to tree to make a number.
Add a letter to arm to make a place in the country.
Add a letter to back to make a color.

17;52 Ghost

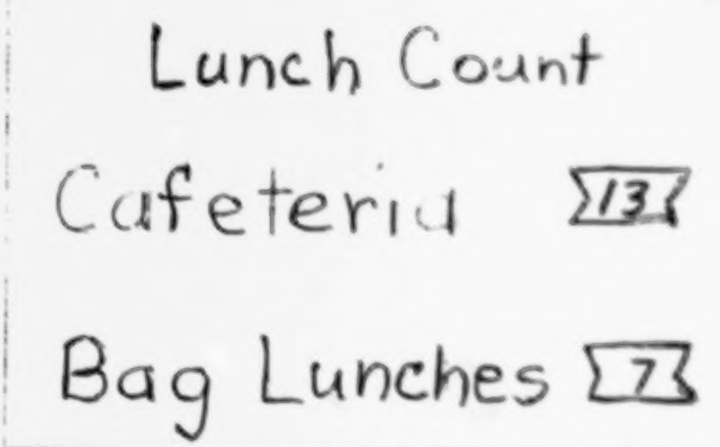
Ghost is an old and tried spelling game, still one of the best for any age group that can spell. Any number can play and space is no problem. The players take turns calling out letters to build a word but each player tries to avoid completing a word of more than two letters. When a word ends on a player, he becomes first a G-of-a-Ghost, then an H-of-a-Ghost the next time he ends a word, an O-of-a-Ghost, and so forth, until he becomes a whole Ghost and is out of the game.

Suppose the first player calls "C", and the second "A". The third will earn a G-of-a-Ghost if he adds "P" and finishes "cap". He can avoid the penalty by adding "M", for instance (with "came" or "camp" in mind). If a player adds a letter that doesn't seem to belong, the next player can challenge him. If the first player can name a word, the challenger becomes a "G"- (or an "H"- etc. of-a-Ghost). If there is no word or it is being misspelled, the player challenged is penalized, and the challenger starts a new word.

30 **Attractive, Meaningful Charts**

Charts need to be appropriate in terms of what children are learning and doing. Here are examples of some kinds you might think about after looking over these simple steps:

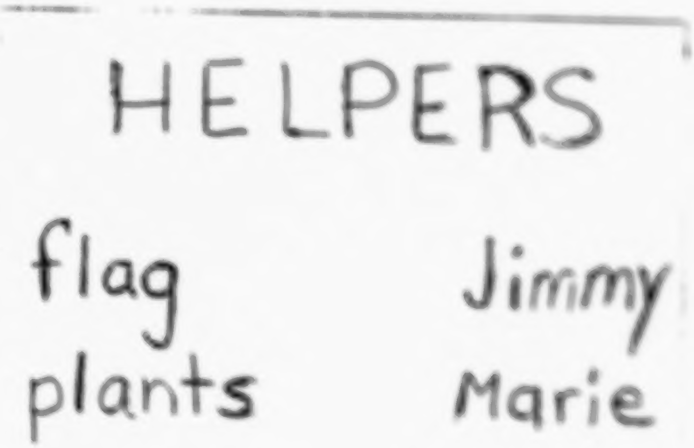
1. Decide on topic, message, and type.
2. Collect all materials.
3. Plan arrangement and color.
4. Plan lettering size and style.
5. Draw guide lines.
6. Letter lightly in pencil.
7. Mount pictures and other illustrations.
8. Ink in.
9. Add suspension rings.



Lunch Count

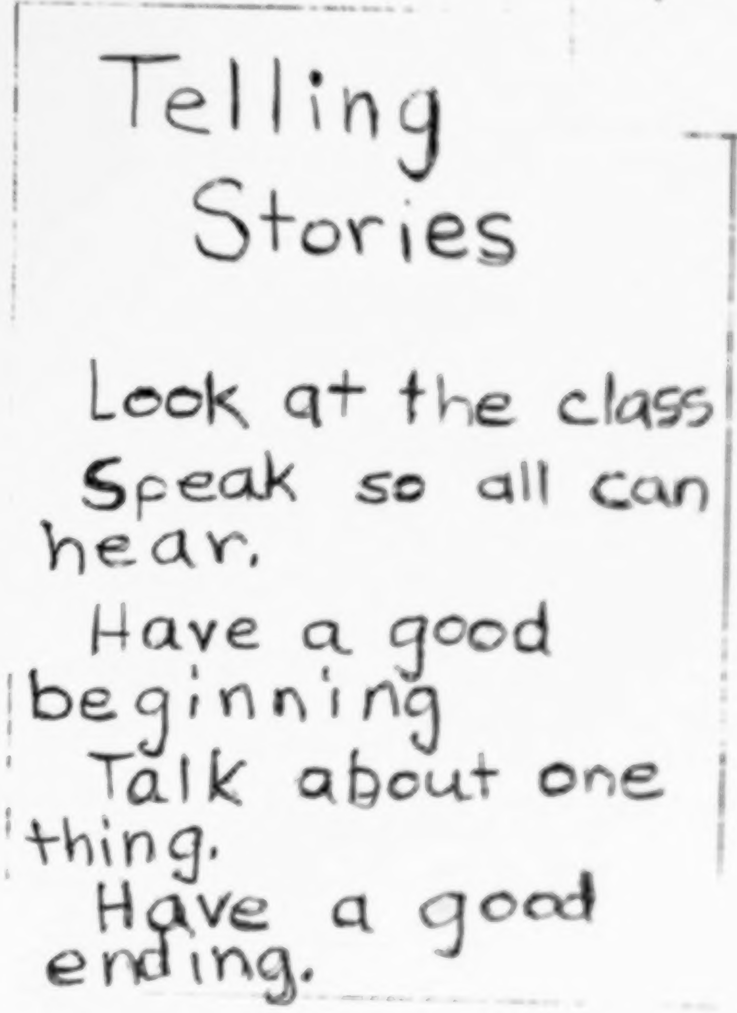
Cafeteria 13

Bag Lunches 7



HELPERS

flag	Jimmy
plants	Marie



Telling Stories

Look at the class

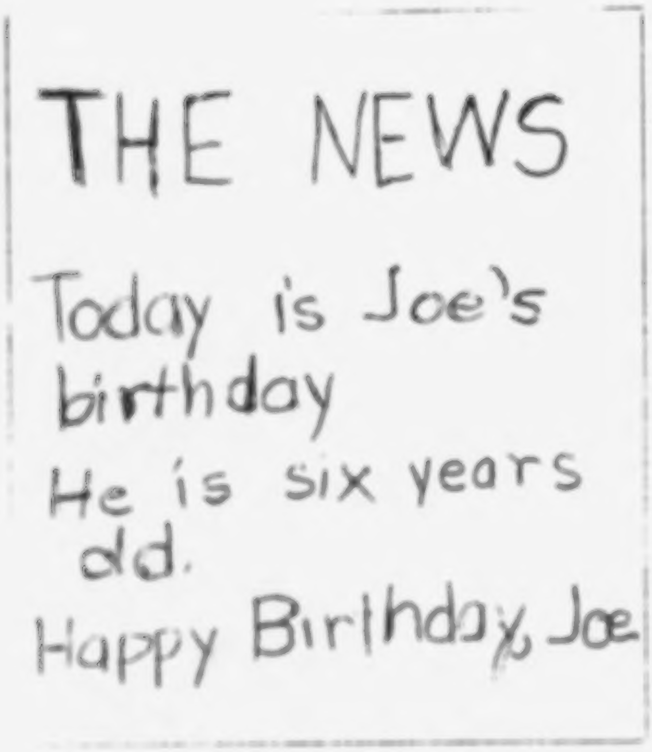
Speak so all can hear.

Have a good beginning

Talk about one thing.

Have a good ending.

Charts, Con't.

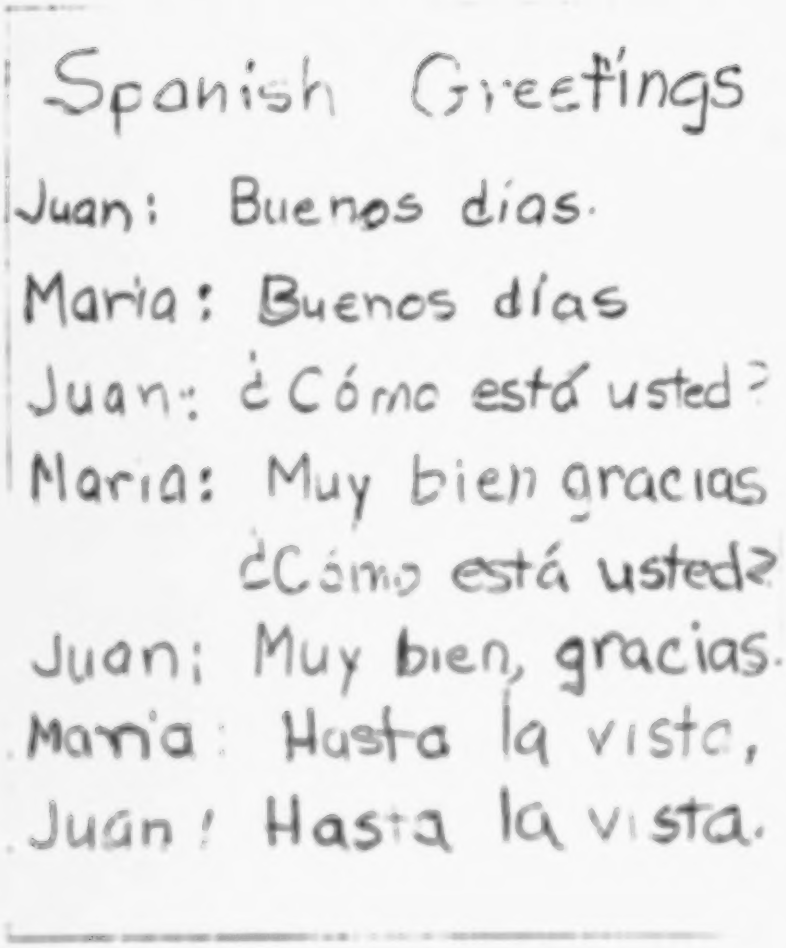


THE NEWS

Today is Joe's birthday

He is six years old.

Happy Birthday, Joe



Spanish Greetings

Juan: Buenos dias.
Maria: Buenos días
Juan: ¿Cómo está usted?
Maria: Muy bien gracias
¿Cómo está usted?
Juan; Muy bien, gracias.
Maria: Hasta la vista,
Juan! Hasta la vista.

Suggestions for Individual Work Sheets

26;158 Classifications

Prepare on paper, pictures or a list of words which can be separated into two or more general classifications. The child arranges the pictures or words in proper groupings by writing the word in the proper column:

	Food	Clothing	Transportation
car			
horse			
potatoes			
sweater			
cabbage			
etc.			

13;47 Completion Sentences

Different types of completion sentences can be given which employ words of similar appearance.

Boys and girls live in _____.   houses   heather   horses
________ live in barns.

A ______is the home of a bird.   near nest neat
Clean children are ________.

The leader gave the _______for them to ________.
sign   sing

A ______cannot sleep in a __________.
house   horse

What is the Story About?

Put a check (✓) before the one sentence below that tells what both Part 1 and Part 2 of the story are about.

What Happened First?

Read each pair of sentences below. Which sentence tells what happened first? Draw a line under it.

Words That Tell About The Story

Draw a line under each of four words that tell what this story is about.

Put Them in Order

Read the words on each line below. Then put them in the right order to make a true sentence. Write the sentence.

Get It Right!

Look through the story to find the answer to each question. Write the answer after the question.

Thinking Out Answers

Draw a line under the word that makes each sentence right. The story does not tell you the answer. But you can think it out for yourself.

Write The Missing Word

One word is missing in each sentence. Choose the correct word. Write it on the line.

Putting Words in ABC Order

The three words in List 0 are numbered to show the order in which their first letters come in the alphabet. Number in ABC order the three words in Lists 1, 2 and 3.

Yes Or No?

Write Yes before each sentence below that the story says is true. Write No before each sentence that is not true.

Who Is It?

Each sentence below tells what someone said or did. Underline the one right answer given below each sentence.

Making Sense

A word may sound the same as another word but have a different meaning. In each sentence below, write the word that gives meaning to the sentence.

How Well Do You Remember?

Underline the right word to complete each sentence.

Word Hunt

In the story, find a word to fit each meaning given below. Then write the word on the line after its meaning.

Matching Opposites

After each word below, write a word that means the opposite, selected from this list:

Same Or Opposite?

Between each pair of words below, write S if the words mean the same. Write 0 if words are opposite in meaning.

Thoughts Worth Remembering

From this list choose the right word to complete each sentence below. One extra word is in the list. (Use your vocabulary list.)

horses	friends	kindness
dogs	medicine	heart

Never play with bottles of ________.

Matching Words with Meanings

Find the meaning for each word listed below. Write the word after its meaning. One extra word is listed. (Use appropriate words for your group.)

parade	climate	garage	coast
season	market	independence	señor

Example: the kind of weather a place has.......

Before each word in List 1, write the letter of the word in List 2 that gives its meaning as used in the story. List 2 has one meaning you will not need. (Use appropriate words for your group.)

List 1 -- Words	List 2 — Meanings
.... 1. tracks	a. new
.... 2. fresh	b. ran fast
.... 3. middle	c. ring
.... 4. suddenly	d. jumped
.... 5. raced	e. footprints
.... 6. circle	f. center
.... 7. raised	g. lifted
	h. quickly

Which Meaning Fits?

Three correct meanings are given for eachword below. But only one meaning fits the word as used inthe story. Put a check (✓) before it. Paragraph numbers are given to help you.

You May Like To --

Sit quietly outdoors for a short time. List the many different things you see and hear.

Make a nature trail in a field or the woods. Find the name of each kind of tree, bush and flower. You may wish to put labels on them.

Tell or write about an experience of your own suggested by this story.

Make a scrapbook about dogs. Use pictures you find in magazines. Use pictures you draw yourself. Read more dog stories. Bring in dog stories. Plan to read to the class the parts you like best.

Tell about an interesting person you know. What are some stories he tells? What are some things he does? Why do you like this person?

Tell about a family program on radio or TV. Why do you enjoy the program?

Try this test: Water one plant with fresh water and another plant with salt water. Keep notes to show what happens to each plant.

Find out about strange pets. Show pictures of them. What do they eat? What care do they need?

Thinking Over Wise Words

What does each of the following sayings mean? How may they help you? Be ready to give answers in class.

When you cheat others, you cheat yourself.
Think before you speak
A little kindness goes a long way.

APPENDIX III

ADVANCED LANGUAGE ARTS ACTIVITIES

16;33 Listen and Think

The teacher writes on the board words that are missing from the story that she will read to the group. The group may consist of two or more teams. As the teacher reads the story she pauses where a word has been omitted and written on the board. The members of the teams take turns in telling which word on the board should come next. The team having the greatest number of correct answers is the winner.

What Did I Draw?

Supply each player with graph paper and a pencil. The teacher gives directions: "Start near the bottom left edge of your paper. Draw a line to the right four spaces. Draw up one space, over to the right four spaces, up one space, and to the right four spaces. What have you drawn?" (Stair steps, it is hoped.) Directions may be given for other simple figures such as windows, squares, rectangles, block letters, or numbers. A creative teacher might design animal or nature forms.

28;83 Listening for Sequence

The old game sometimes called "Going to New York" or "In Grandmother's Trunk" can teach the importance of listening accurately and recalling in sequence. The first pupil says, "I went to New York and I took my hair brush" or "In grandmother's trunk was a book". Subsequent pupils repeat in proper sequence the objects named and each adds another object.

16;37 Mental Reorganization

A series of numbers or letters can be read aloud. After each number or letter pause from one to three seconds. After a sequence of three, four, five, or six has been read, have children write all that they can recall.

Polysyllabic words may be read to the students who are asked to tell the number of syllables and then to repeat the syllables. English words, nonsense words, or words of a foreign language work effectively here.

Zip code numbers or telephone numbers may be read aloud to the students who are asked to write them.

Making Comparison in a Listening Message

Have pupils listen to short paragraphs which compare events, places, or things. Ask them to recall likenesses and differences.

Read a selection containing information that can be put into chart form or that could be categorized, such as a comparison of two planets. After listening, children receive a worksheet that contains the basic structure of the chart. Again read the selection, sentence by sentence, and allow time for children to fill in chart details, such as size, length of day, and distance from sun.

Indexing a Listening Message

Students, after listening to a list of items, should classify them on a previously prepared outline form as to color, size, or gender.

Read a description of an object, place, or person. Reread, sentence by sentence, as students enter the information on a previously and partially constructed outline showing size, color, age, or use.

29;91 Distortion

A device which emphasizes the importance of accurate listening and also the effect of emotive language entails a three-frame film strip distributed by the Anti-Defamation League, 12 Fifth Avenue, New York. Four or five pupils leave the room. While they are out, the teacher shows the class "Rumor Clinic". One pupil then reports what he has seen to one of the pupils who left the room, while the rest of the class listens without comment. The first pupil to return then reports to the second what is in the film strip; then, the third, fourth, and fifth hear the description in turn. If possible a tape should be taken of the last report. Then, the strip should be shown again to everybody. If the film strip is not available, other strips on controversial topics may be used; or a series of flat pictures that tell a story will do. Six or so pictures are enough to check the accuracy of the final stories.

16;38 Distinguishing Relevant and Irrelevant Information

A paragraph is read in which one sentence doesn't belong. Students are asked to identify that sentence.

A sentence is read containing a poorly chosen word, such as an inappropriate verb, noun, or adjective. The students are asked to identify the word and suggest a better word.

A purpose of topic for a paragraph or study is stated. After the selection is read sentence by sentence, ask students either to accept or to reject each sentence on the basis of the stated criterion.

Making Inferences and Drawing Conclusions

Read to the students a series of paragraphs to which they are to add the concluding statements or climax.

Also read paragraphs and dialogue after which the class may indicate what might happen next, the mood, or the type of speaker.

** Introductions

Courtesy conversations can be learned in a game framework. For example, three children draw slips. One finds he is the Host, one the Old Friend, one the Newcomer. The three dramatize before the class: Host and Old Friend meet Newcomer. Host introduces his two friends to each other. Other sets of slips can be Mother, Daughter, Teacher, Grandfather, Grandson, School Friend.

22,250 Telephoning

Typical telephoning situations which may be recalled or dramatized include the following:

Answer a call intended for oneself.
Answer a call for another member of the family.

Call a message to a friend.
Telephone a message for someone else.
Give a tradesman an order.
Make emergency calls to fire station, police, hospital, or other special services.
Converse with a friend over the telephone.

17;114 Telephone Time

The group is divided into twosomes. Each pair quietly chooses any two historical characters or prominent living persons and prepares a conversation. The only rule is that the two be contemporaries.

They can be Columbus and Queen Isabella, George Washington and Benjamin Franklin, the President of the United States and Prime Minister of England, the Mayor and the Police Commissioner, a ballplayer and his new manager.

Before they start, the conversationalists indicate whether the telephone could have been used by their characters, or whether some other method of communication would have been necessary. They say, "We really sent our messages by..." and indicate courier, pony express, telegraph, etc. (They can consult the leader for this information if necessary.)

The conversation itself should not run more than a minute or two. During this time the two never mention each other's assumed names. When time is called, the others guess the identity and situation. The player who guesses correctly goes up with his partner for the next conversation.

33;234 Telephone Activities

A call to a parent: You are Mary's teacher. Mary has missed three days of school; so you call Mary's mother to tell her what the class has been doing. What will you say?

A call to father: You have been playing baseball in a nearby empty lot. Sammy hit the ball through Mrs. MacAbee's window. All the other boys ran home, but Mrs. MacAbee caught you by the ear and is keeping you prisoner until she knows that someone is going to repair the window. When you call your father, what will you say?

A call to Mrs. Moore: You are planning to go to Jill's house after you go home from school. When you get home no one is there to give you permission. You phone Mrs. Moore who lives next door. What will you say?

An invitation--for two people: You are having a birthday party next Friday and you want very much for Joellen to come. Joellen, however, is going to her grandmother's for the weekend. How will you offer the invitation and, Joellen, how will you refuse?

An invitation--for two people: Jim is having an all night camp-out in his back yard. He calls Tom to see if his parents have given their permission. They have. The two boys make plans for all the fun they are going to have. What will they say?

4 Pantomimes

Columbus presenting his "cause" to King and Queen
Daniel Boon encountering a bear

Pilgrim girl spinning
Pilgrims preparing for the first Thanksgiving; pilgrims serving the first dinner
Paul Revere preparing for "famous" ride
Thomas Jefferson writing the Declaration of Independence
Abraham Lincoln studying by candlelight; splitting rails
Alexander Bell talking through the first telephone
Children decorating the Christmas Tree
Children hanging stockings before the fire; children going to bed; Santa Claus arriving and filling the stockings; the time changes to the next morning and the children discover their toys.

7;104 Vocabulary Development

Have the boys and girls make lists of synonyms and antonyms of specified words; homonyms, with sentences containing them; descriptive action words (verbs), name words (nouns), and other parts of speech; special vocabulary encountered in a unit of study; substitutes for overworked words such as nice, lovely, terrible; prefixes and suffixes; compound words.

Have the pupils keep individual notebooks or a file system of words the meanings of which they are learning. The pupils might be encouraged to write each word, tell what it means, use it in a sentence and, if possible and helpful, draw an illustration of it.

Have the pupils form derivatives from root words such as happy - unhappy; wrap - wrapped, unwrap, wrapping.

Give the pupils crossword puzzles based knowledge of words and encourage them to make or help make some.

Encourage the pupils to make cartoons or other illustrations showing the importance of careful choice of words.

28;15 Categories

This game is an old favorite. Write four different categories across the top of the paper. Down the left side list five separate letters or a five-letter word. Players try to think of an item in each category that begins with each letter on the left. The player with the most answers at the end of ten or fifteen minutes wins. Score two points for each one-of-a-kind answer and one point for every other correct answer. Vary the game by using only one category down the side. Children can list as many items as possible under each letter. Authors, characters' names, or parts of speech make good categories. The game may be played using dictionaries and other reference materials.

	Cities	Book characters	Qualities	Foods
C	Columbus	Cassandra		Carrots
L			Low	
E			Env	
A	Akron			Apples
R		Red Riding Hood		

20;14 Word Recognition

Remind pupils that consonant letters form the framework of most words and that we grasp the meaning of many words from just a glance at them. Emphasize that the more familiar one is with the details of a word, the easier it is to visualize the total word from just a glance at its framework. Then write several sentences like these below, in which all vowel letters are omitted, and have them read.

Th_ b__s _nd g_rls w_nt t_ sch__l.
Y_st_rd__ h_ c_l_br_t_d h_s b_rthd__.
Th_ b_g d_g fr_ght_n_d th_ l_ttl_ ch_ldr_n.

* Word Trips

Make up word trips for the children to take in their free time. Explain that they are to change only one letter with each move. Have them make their own word trips to exchange with the other children or to put in a word trip box to be used on various occasions. This activity can be made into a contest, used to suggest words to be used in sentences, and various other activities. The following is an example of such a trip:

Jack's CART needed a new TIRE. He made seven stops to get it.

	c a r t
portion	_ _ _ _
a harbor for ships	_ _ _ _
to separate into groups	_ _ _ _
painful	_ _ _ _
additional	_ _ _ _
past tense of tear	_ _ _ _
	t i r e

35 Brainteasers

The following are a few examples of brainteasers to use in making word study interesting:

Find the Name

Find the first letter in LOG
and again in RAIL;
The next comes in CABIN
and also in NAIL
The third is in HONEST,
likewise in PLAIN;
The fourth is in CHIEF,
also in CAMPAIGN.
Look for the fifth in WHITEHOUSE
and in GOAL;
The sixth is in LAWYER
as well as in ROLE.
The last letter comes in GENTLE
and INTENT.
These letters spell the name
of our sixteenth president.

Indian Times

Unscramble these words to make rhymes and find out about Indian times:

The Plains Indian had to know
How to hunt the LOAFBFU.

The women in the family
Tanned hides for clothes and
a PEETE.

For their food and against
their foes,
Braves shot arrows from strong
SWOB.

Bark from birch they had to use
To build lightweight, fast
NOSEAC.

What's a tool that rhymes with BENCH?__________
Guess a gem that rhymes with CURL.__________
Write a fruit that rhymes with STAIR.__________
Guess a tree that rhymes with SASH.__________
Name a coin to rhyme with LIME.__________
Find a drink that rhymes with SILK.__________
Name a fish that rhymes with SCOUT.__________
Find a month that rhymes with ARCH.__________
And a dog that rhymes with MOUND.__________

** Today's Password

On a poster place the title "Today's password is__________." The blank is filled each day with such questions as the names of seven continents; the capital of Florida, words to be looked up, etc. As the pupils are excused, they give the password. If they are correct, they are excused; if not, they sit back down. The password is posted at the beginning of each day so everyone has time to find the answer.

3;16 Compound Words

To strengthen the understanding that a compound is made up of root words that retain their meaning, write the sentence "A boat with sails is called a ________." Ask pupils to read the sentence silently and to tell what one word completes the sentence. Write the compound sailboat in the blank. Use similar procedures with such words as houseboat, sunbeam, moonlight, football, headache, rattlesnake, etc.

36;7 Cut out strips of oak tag (1" x 1½" x 2"). Write a compound word and then cut it apart between the two words that make up the compound word. Example: daylight, sometime, everywhere. Put about twelve of these in an envelope. Have the children put the two parts of the compound word together, making as many words as they can and then writing these words on a slip of paper.

* Word Drill

For this drill on words, select teams of about ten persons each. You will also need a set of alphabet cards and a stopwatch. One team at a time comes to the front of the room and faces the board with eyes closed and hands open behind backs. The teacher shuffles the alphabet cards and passes one to each team member. At a signal, the children turn and examine their cards, then huddle in a circle to decide what words to make. The team leader lines the players up to spell out words in front of the class. Each team gets one minute to make as many words as are possible, and they receive one point for each letter used in a word. (If there are no vowels passed out, the cards are shuffled and distributed again.)

36;9 Wordo

For this game, several large cards of approximately 6" x 8" in size; small cards, each containing one word; and small wooden counters, small circles of colored paper, or beans will be needed. Divide the large cards into twenty-five squares, cover-one side of the card. Write or type words in each square, changing the order of appearance on each card. Free center may be put in the center square. This is played like Bingo. A "caller" pronounces words appearing on the cards, and the players attempt to get five words covered in a straight line horizontally, vertically, or diagonally, to win. The one who calls out "Wordo" must read back his words covered as a check.

Old Maid

A deck of about 20 cards, with one additional card for the "Old Maid" is needed. At the top of the card print one word; on another card print the word again, making a pair. Prepare all the cards in this way, all cards having pairs except the "Old Maid." One word alone may be used for the "Old Maid" card and can be changed frequently, thus eliminating the chance of memorization. Deal out all cards. Beginning with the person at the dealer's left, take turns drawing cards, each person drawing from the person at his right. As pairs are formed, the words are pronounced and the "book" placed on the table. Continue until all cards are matched and one person is left with the "Old Maid."

29;72 **You Can't Tell by Looks**

Point out to the group that some words are "look-alikes" but don't have the same sound. Write on the chalkboard, "You would be wise to fear the bear." Have the children find the two words that look alike. Have them note that "ear" is different in sound in the two words. Write "fear" on the chalkboard under "ear". Write "bear" under the word "care." Have the children add "hear, dear, wear." Ask where the word "weary" belongs. Write other words such as "fear, gear, near, pear" and "tear," and have the children sound them and put each in the proper column under "ear" or "care."

34;7 **Rhyming Words**

Use a piece of colored construction paper (9" x 12"). Make a 2" pocket by turning up the length of the sheet. This is then divided into three equal pockets by stapling. Put a picture of the word to be rhymed at the top of two of the pockets. A set of words that can rhyme with the pictures are well mixed and put into the center pocket. The child takes the word cards and puts them in the proper pocket under the picture with which it rhymes.

28;16 **Add A Letter**

Here is a good activity for word recognition as it draws children's attention to the formation of words. This game can be played with groups of ten to twelve or with as few as two or three. Players sit in a circle or semicircle. A player may begin the game with any letter he wishes, but players should have a word in mind at all times. The next person in the circle adds a letter, as does the one next to him and so on. The child who ends a word has a point scored against him. A player may be challenged by the next person, if this person suspects he is bluffing. If the player did not have a word in mind or was spelling a word incorrectly, he has a point scored against him. Each child keeps track of his own score and low man wins. The whole class may be divided into three groups and three games run simultaneously. On subsequent occasions top scorers from each group should play together while middle and bottom scorers can also compete against others in their range. Groups will continually change as both luck and skill are involved.

36;10 Descriptive Crosswords

Pupils select a noun and write it vertically on their papers, one letter per line. They then try to make adjectives that will describe the noun, using these letters.

G--racious
I--gnorant
R--egal
L--anguid

28;16 Personalized Telephone Exchange

Using a telephone dial, you can substitute letters for your number exchange and create a "name." For instance: 748 becomes PITiful, RIVal, SHUttle; 346 becomes DIMinish, EGOcentric, FINished; and 527 becomes LARva or JARgon. When an unabridged dictionary is used, children can produce some highly individual exchanges. This word play helps word recognition and also increases vocabularies. Children can also devise words and exchange them with friends to figure out. The activity can also be played as a class game giving a number prefix and having the children individually decide the word. The first person to guess the word chooses the next.

28;16 Lost Letters

Unusual flash cards can be made by substituting blanks for letters left out. For example, you might try: Pho--gr---, sch---, b-s-n--s, ch-l---n, e--ph--t, re-g--ze, s---th-ng. Hold up the cards one by one, to see how quickly children can identify words. Some patterns may fit more than one word.

Letter Acrostics

Names of important people in social studies, science, or literature provide the basis for acrostic puzzles. Using the name of a famous person or a holiday or season, ask students to find an adjective or noun for each letter in the word to describe the person, holiday, or season. Columbus may be curious, overbearing, leader, undaunted, magnetic, brave, unanswering, and searching. Winter could be white, icy, nippy, tempestuous, enchanting, and rampageous. Dictionaries should be used for this activity as children try to find unusual words. A more difficult and challenging activity requires pupils to form phrases or sentences instead of isolated words for each letter. Columbus could then be "Carried on, leading under much breathtaking, unbelievable sacrifice." Winter might be "Wondrous, icy, nippy time--everyone reads"; or "Wonderful icy nap time--everything rests." In yet another variation of this game one of the letters of the name must be included in each word but need not be the first letter of the word:

reaChing
Our
worLd
Under
treMendous
trouBling
bUrdening
circumStances

feW
swIm
iN
This
freEzing
weatheR

** Word Drop Box

Cut words from newspapers and magazines and mount on strips of colored paper. The words may be any size, the larger the print the better. They may be easy or difficult, but should preferably be words that are not always found on the regular flash cards or in basic reading material. Drop the words into a small box about a foot deep and a foot square. Many games may be played with this box. The class may be divided into teams to see which team can say the most words correctly. A child may play the game alone to see how far he can go without making a mistake. Children may use the box in their free periods.

36;7 Football

On a large piece of paper draw a football field with sections to represent ten yards each. The game begins at the fifty-yard line, where a cardboard ball is placed. A set of cards with a word on each card is used. The first player reads the work on the first card. If he reads the word correctly, he moves the ball ten yards toward the goal. If he reads it incorrectly, it is considered a fumble and the ball goes ten yards toward his own goal. When a child crosses the opposite goal line, his score is 6. If he reads the next word correctly, he adds one point to his score. New words in a story could be used for this game.

** Rhyming Words on the Board

Divide the players into teams. At a signal, player one of each team goes to the chalkboard and writes a word that he knows will easily rhyme with another word. When he returns to his seat, he touches off player two, who goes to the board and writes under the first word another word that rhymes with it. Player three tries to do the same. If he cannot think of a third rhyming word, he may put down a different word--one that is good for rhyming. The next player puts down a rhyming word for this new word, and so on. A team's list might be:

	Points		Points
bat	1	ocean	1
cat	2	notion	2
rat	3	candy	1
that	4	dandy	2
this	1	horse	1
kiss	2	force	2
miss	3	lady	1
lard	1	grand	1
hard	2	band	2

Scoring: 1 point for the first word in each set, 2 points for the second and three points for the third, and so on. Every time you change the set of rhyming words, the first word of the set counts 1. Bonus--Count five points for the team that finishes first.

EZ to Figure Out

Each player has a paper and pencil. The teacher puts these sentences on the chalkboard, and the children write the correct sentences after figuring out what they mean. The one to finish first is the winner.

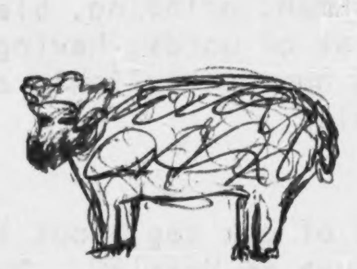
1. LC wants 2 B N avE8R
2. Cats N K 999 R NEMEEEE.
3. IV, LC, LN, Kt, and RT 8 canD B4 dinner.
4. F U R M T, eat N apL.
5. Pot oooooooo grow big N IOA.
6. $\frac{\text{Don't}}{\text{UU}}$ $\frac{\text{standing}}{\text{your}}$ $\frac{\text{and}}{\text{work}}$ 2 hard. ______
7. I C U 0 0 4 U 8 0.
8. XQQQ me 4 TTTIng U.

Solutions:

1. Elsie wants to be an aviator.
2. Cats and canines are enemies.
3. Ivy, Elsie, Ellen, Katie, and Artie ate candy before dinner.
4. If you are empty, eat an apple.
5. Potatoes grow big in Iowa.
6. Don't overuse your understanding and overwork too hard.
7. I see you owe nothing for you ate nothing.
8. Excuse me for teasing you.

27;27 Perceiving Initial Consonant Digraphs

Direct the pupils to draw or cut out pictures of words that begin like the words chair and shoe. Fold paper into eight parts. Paste words that begin like chair in one column and those that begin like shoe in the other column. Have the children make posters or a page for a booklet, class or individual, which illustrates a digraph and uses the digraph repeatedly in a jingle or tongue twister.



Shaggy Sheep shivers and shakes
in his shabby shorts.

* Vowel Pictures

One device for keeping the learning from becoming boring is to divide a bulletin board into five sections--one section for each vowel. In studying the sounds of the particular vowels, each child finds pictures of objects whose names contain those sounds. He then staples the pictures in the correct section of the board. Have each child identify his particular picture and the class decide if he is correct.

Vowel Tic-Tac-Toe

A kind of tic-tac-toe game is a good drill on long and short vowel sounds. Two children can play, under the teacher's or another child's supervision. On paper or the chalkboard draw a tic-tac-toe diagram, and place a bonus word in the center. The word should have the vowel sound you want the children to use in their words. This bonus word counts as one of the three words needed to score. In turn a player writes a word in any square, using the same vowel sound as the word in the center. When one of the children has three correct words down, across, or diagonally, he scores and gets a point placed by his name. If neither player scores, "Mr. Vowel" gets a point.

21;99 **Recognizing Form and Meaning of Prefixes**

Place the prefix un at the beginning of the words and give their meaning.

____settled____
____important____________________________________
____kind____
____interesting__________________________________
____healthy_______________________________________
____able____

Use other prefixes in a similar way.

13;92 **Word Construction**

Present suffixes at the left of the chalk board or paper and words at the right. Pupils construct other words by adding suffixes to suitable stem words. For example:

ment
less
ive
ency
ic

scene
complacent
rest
advance
fruit

37;229 **Syllabication**

After pupils understand that a syllable contains one sounded vowel, help them to hear two syllables in a word, i.e., darkness, watchman, grinding, blanket, Sunday, etc. Then, read aloud a list of words, having the children clap once for every word which has one syllable and twice for every word which has two syllables.

36;7 **Contractions**

Cut strips of oak tag about 1" x 3". On one piece write a contraction such as "can't". On another write the words "can not." Put about six sets of words in an envelope. The child will match the contraction with the two words from which it is derived. Example:

can't

can not

27;133 **Contractions**

Have the pupils copy from their reading giving sentences containing contractions. Then have them rewrite the sentences using the complete words from which the contractions were derived.

Comparatives
Ask the pupils to bring to class pictures of scenery and to write comparative sentences about objects seen in the pictures. Example: The highway is wider than the stream beside it.

13;67 **Word Perception and Enrichment**
The children read an adventure story or some other exciting tale. After it is read, they underline words, phrases and events which make word pictures or are used to create excitement. Example:

> "The young prince jumped from his horse. The monster stood armed and waiting. The prince drew his sharp sword and plunged into battle. His blows were swift and mighty, but the struggle was in vain. The monster's hide was so tough that the blade could not pierce it. Suddenly the monster roared in rage. From the distance, a group of fierce animals rushed forward."

Treasure Hunt
The teacher places before the children a large box filled with small objects or pictures. Printed word cards corresponding to the objects or pictures are arranged along the chalkboard ledge. Each child closes his eyes and draws an object or picture, for which he must then find the corresponding word.

36;4 **Opposites**
A numbered column of words is printed. Parallel to this column there is a second column of words which contains the opposites of the words in the first column. These opposites are not numbered, and they are not in the same order as the words in the first column. The child is to place the number of a word in the first column in front of the word in the second column which is its opposite. Example:

(1)	enemy	( )	light
(2)	dark	( )	evening
(3)	pretty	( )	friend
(4)	morning	( )	ugly

27;117 **Homonyms**
Help the pupils to make a list of such pairs of words as meet and meat which are spelled differently and have different meanings but are pronounced the same. Then have them use each word in a sentence to illustrate its meaning. Such pairs of words as these might be used:

rain	seen	by	sore	vane	sew	maid
rein	scene	buy	soar	vain	sow	made

** To review the use of homonyms play this game. Each child writes a pair of homonyms on two pears he cuts out of yellow paper. The pears are numbered 1 and 2. Make a pile of 1's and one of 2's. Then take turns trying to match the homonyms and as a pair is found, tack them together on the bulletin board.

21;18 **Watching for Key Words**
This exercise may be duplicated or printed on cards and kept in envelopes. The children may do these exercises during their independent activity period if the teacher prepared a sufficient

number and provided a key so the children may check their answers.
Example:

Find the Key Words
Read the sentences and do what you are asked to do.

a. If squirrels are rodents, cross out the first verb in this sentence.
b. If June comes before March, write your name.
c. Write the first letter of the name of the largest city in the United States.
d. etc.

* **A Language Lesson**

To motivate the study of synonyms, antonyms, and homonyms, my third grade made three big rabbits, each carrying a basket. These were mounted on colored construction paper and pinned to the bulletin board. Over one rabbit we put letters spelling the word synonym, over another the word antonym, and over the third the word homonym. We cut two-inch squares of writing paper and put them in a box. When a child found two words belonging to any of these groups, he would get blank papers from the box, write the words on them, sign his name, and place them in the proper baskets. Each child tried to find as many pairs of words as possible over a given number of days. When the time limit was up, the slips were removed from the baskets and the groups of words were written on the chalkboard. We took a day or two for each basket before going on to the next one. The class determined first whether each group of words was correct before writing them on the board. All incorrect groups were discarded. --Mildred Hilla

Language Review

An interesting "Bingo" type language drill can be made by making player cards similar to Bingo player cards. Each answer on the card, however, must be one word. The question cards must be carefully worded so that only one possible correct response can be made. For example, the question card might read: "What is the name given to a word that means the same as another word?" The child having the card which contains a square with the word "synonym" covers that response. A second question card containing the question might be: "What do we call the group of letters placed before a word to change its meaning?" The child having the card containing a square with the word "prefix" covers that response. The game continues until some member of the group completes a column across or up and down or a diagonal line, just as in Bingo.

Simile, Metaphor, and Alliteration

Help your children develop interesting ways of expressing their own ideas by calling to their attention the way good writers use words. Ask them to read--and to listen to--good literature, and make lists of such literary devices as similes, metaphors, and alliteration. Examples of these might be:

Simile: comparison of two things...
"An emerald is green as grass, a ruby red as blood."
Metaphor: a comparison without using "as" or "like"...
"A train is a dragon..."

Alliteration: repetition of word sounds...
"Whenever the days are cool and clear,
The sandhill crane goes walking
Across the field by the flashing weir,
Slowly, solemnly stalking."

* Similes

To use a common simile, similes are "as old as the hills." The word comes from the Latin similis which means similar and imaginative comparison. Similes are always marked by the use of an expressed comparison, a word such as like or as. Below is a list of common similes referring to characteristics of animals. They are used in everyday speech. Can you fill in the blanks with the name of the animal described?

	Answers
1. Wise as an ---	1. Owl
2. Cunning as a ---	2. Fox
3. Busy as a ---	3. Bee
4. Meek as a -----	4. Mouse
5. Strong as an --	5. Ox
6. Stubborn as a ----	6. Mule
7. Weak as a ------	7. Kitten
8. Funny as a barrel of -------	8. Monkeys
9. Grunt like a ---	9. Pig (or Hog)
10. Hug like a ----	10. Bear
11. Strut like a -------	11. Peacock
12. Follow like a flock of -----	12. Sheep (or Geese)
13. Awkward as a ---- in a china shop	13. Bull
14. Slow as a -----	14.. Snail
15. Waddle like a ----	15. Duck
16. Work like a ------	16. Beaver
17. Roar like a ----	17. Lion
18. Friendly as a -----	18. Puppy

36;7 Phrase Puzzles

Make several phrases on oak tag large enough to cut. Have several sets in envelopes and have each set cut differently. Be careful not to cut words in two. Give each child a set of phrases. Have a stop watch and time the children while they are completing the phrases. The child who first completes his phrases and repeats them correctly wins.

** Fun with Sentence Signs

Have printed on the cards: Declarative, Imperative, Interrogative, and Exclamatory. After reading a story, choose an interesting portion to re-read. As one child re-reads, the class writes on a piece of paper the name of each type of sentence. Another child holds the proper printed card to show the correct answer. (Each sentence scores one point.) Reward for the child who reaches ten points first is the privilege of holding the printed card.

36;18 Sentence Ideas

Two-word sentences are printed on the chalkboard. Children are asked to describe the two main ideas that form pictures in their minds. For example:

Children play. Spiders spin.
Wheels turn. Trains whistle.

When the children thoroughly understand that a sentence usually contains two main ideas, the teacher prints words on the board and the children write their own three-or four-word sentences, using such words as:

soldiers	bridge	spy
airplanes	dog	police

The main ideas in the children's sentences can be developed further with longer sentences. The teacher prints long sentences and the children underline or write the main ideas contained in each. For example:

My brother Dave paints good pictures.
Jim dashed out of the house.
The empty bucket dropped with a bang.

** Parts of Speech

Make "Parts of Speech" posters to emphasize each speech form. Divide a poster into eight parts, each containing the name of a part of speech, its definition, and example, and a picture to illustrate it.

When reviewing parts of speech, try cartooning to illustrate concepts. For example, have "Preppy," the preposition (a clever little spider), tell her relationships to nouns and pronouns. Then draw an aquarium scene and have "Adjie and Her Friends" describe themselves. This technique is both delightful and creative.

** Adjective Review Game

Fill a paper bag with various desk-drawer items. A paper clip, a piece of chalk, a pencil, folded paper, and an ink eraser will be fine for the first game. Then ask for one volunteer at a time to reach into the bag and, without removing the hand from the bag, describe the object. The teacher may list these adjectives on the board and the volunteer may select a child from the class to guess what he is describing. There will be an impressive list of adjectives on the board at the end of the game.

Types of Nouns

For a review of various kinds of nouns, have each pupil find an appropriate picture in a magazine or daily paper,and under it list in columns at least five of each kind, nouns applicable to his picture. Results are all different and do much to enlarge vocabularies and develop originality. Prepositional phrases, adjectives, and adverbs are helpful and stimulating and provide variety.

When a Classmate is Sick

Have the class start a get-well book, centered around one idea, such as "What We Like to Do When it Rains." Use children's pictures and stories, select a name for your book and have one child illustrate the cover.

Letter Writing

For practice in letter writing, tie the activity to an art project. Each child thinks of an original invention and draws its picture. It could be as fantastic as a flying hat or as practical as a middle wheel on your car to enable you to move sideways into tight parking spaces. The creator then tries to patent or sell his invention by writing a letter to the Patent Office, or to a company, explaining the item and pointing out its merits.

Taking Notes

Is it difficult to teach pupils to take notes? A science unit on the Animal Kingdom, is an example of how to gain skills in this area. For each oral report, everyone is given a duplicated science worksheet divided into the important topics which they should listen for as the report is given--phylum, appearance, habitat, ingestion/digestion, respiration, protection, locomotion, vocabulary, and special features. Having these categories makes it easier to group and put down the important facts from each report.

Pik-a-Top

Various subjects are printed on small pieces of paper and folded, with the word inside. These are put inside a small empty box. On the side of the box print PIK-A-Top--Pick-A-Topic. Holes are punched in the top of the box and a cord run through in three places so that it can be hung like a hanging basket. The box is hung in a low spot. Volunteers "pick a topic" and then look it up in one of the encyclopedias.

Creative Writing

At the beginning of each week have the children observe one member of their family. Ask them to notice individual habits, interests, likes, dislikes, and so on. Toward the end of the week have them write a story about that person and draw a picture to accompany it. Mothers, fathers, grandparents, sisters, brothers, and even cats, dogs, and goldfish can be observed and stories written about them. Last of all have the children write about themselves. Then each child puts his stories and pictures in a booklet entitled "The Family Album".

Have the children do a creative writing exercise entitled, "I'm not really me. I'm ____________." which they finish with their own thoughts and ideas. With good motivation, this produces imaginative results from the children.

A picture that has possibilities for creative writing is mounted on a piece of cardboard with an envelope pasted beside it. Words pertaining to the picture are written on strips of paper and put in the envelope. A child can take a card to his desk and make a story with the word cards. Once he has arranged them as he wants them, he copies them on his paper.

Writers' Club

Organize a writers' club which meets once a month during English class time. Club rules may be practiced in the meeting. A planned program, using the creative writing projects produced during the month, will be enjoyed. Introduce stimulating suggestions at this meeting for the following month's work. The best bits of the creative work promoted by the writers' club make a good book or a special edition of a school paper, near the end of the year.

Poet-Tree

To stimulate interest in the reading and enjoyment of poems, construct a "poet tree" of a branch from any tree or bush.

The branch is mounted on a wooden stand. Poems are cut from children's magazines and mounted on 3" x 5" cards. A paper clip bent into an S-hook becomes a quick hanger with which to fasten the tree with the bits of verse. Filing poems by month, topic, and season makes it easy for a class member to freshen the tree with new verses. Children eagerly await these new offerings. It is not long before the tree is also bearing the fruit of the children's own creative efforts.

Poetry Can Be Fun

Doing the first poem together as a class project may be a good way to begin. Keep a class book of original poetry. Children may choose to work together as a team. One may write and the other illustrate. Further enjoyment with poetry may be had by using this original poetry as a part of a poetry program. Use sound effects or music as a background for poetry reading or choral speaking.

27;55 Interpreting Poetry

Have pupils close their eyes as the teacher reads a poem. Have pupils describe pictures they could see as poem was read. Have pupils read poem. Let pupils discuss what they think the author had in mind. Have pupils write what they think the author's purpose was.

** Ideas for Reading

Make notebooks of a unit in which children have to do reference work, have them put the ideas down in their own words. In sharing good books with each other, have them pretend they are doing a movie and leave off at the most exciting place, then tell the listeners the name of the book and where to find it to see what happened next.

Supplementary Reading

Pages or portions of pages from old workbooks or discarded reading books make good supplementary reading. The pages are attached to pieces of oak tag and covered with transparent tape or laminated.

13;58 Following a Sequence of Events

The children are given a paragraph to read. (1) A series of events is listed and the children are asked to arrange them in the proper sequence. (2) To follow the sequence of events, specific questions can be asked: Example:

> At last the animals were led into the ring. What excitement there was! First, a long line of elephants marched in. Camels, bears, and ponies followed the line. A big brown bear fell and rolled on his back. the children laughed and laughed at the bear's funny trick.

1. Who marched first?
2. Who followed?
3. Who fell?

(3) In reading a new story, the children can be questioned before reading the ending and asked to guess what will happen next.

Following Directions

The teacher places two or three exercises, such as the following, on the chalkboard or hectographs them for individual use.

> To the left are some words and objects. Be sure to mark them the right way. Put a circle around the word that is a number. Mark a cross on something you eat. Put a star beside something you wear. Draw three more circles beside the house.

27;45 Reading for Facts

Choose a number of paragraphs and ask the pupils to tell the main idea of each paragraph in a sentence.

Have pupils analyze a character in a story and decide why this person would make a good friend or would not make a good friend.

36;13 Free Reading

Each card contains the name of a book and a chapter to be read. The child must turn to the table of contents to find the chapter, read the chapter and time himself, and answer two or three questions on the reverse side of the card after he finishes reading.

Acting Out the News

This game may be played by two or more players. First take a newspaper and decide on a certain page to be used. Then the player who is "It" looks at the page and enacts the chosen part; other players look at the newspaper page and try to guess which item is referred to.

Seeing the World

Make a list of the different cities children choose to visit on a particular trip. Appoint ticket agents to represent each city. Each agent is provided with a number of questions which the children must read and answer before they can board the train or boat and leave the city.

Puzzle Maps

Maps are cut from old geography textbooks or atlases. Each map is cut into ten to fifteen small pieces and placed in an envelope. Five questions regarding the map are written on the outside of the envelope. The children put the puzzle together and write answers to the questions.

38;51 Drawing Inferences

Have an oral discussion following the silent reading of material. Ask leading questions such as "What did this statement mean to you, Mary? John? Jack?" This will indicate that each person has a responsibility in making his own inferences and that reading is thinking. "How did you know this was going to happen?" "What made you think Jack was there?" also, write or select paragraphs to be read by the class. Ask one question that can be answered only by thinking through the implications of the paragraph. Make sure that the word or the words needed for the answer do not appear anywhere in the paragraph. The answer must be inference and not a mere copying of some significant phrase.

37;561 Fact and Opinion

Ask the children to bring to class newspapers from different publishers; then have them compare several reports of the same event and note the variations. Much worthwhile discussion should ensue. Guide them in evaluating the newspaper's reputation for containing "uncolored reports" and on the writer's reputation for presenting facts accurately. Encourage spirited discussion as the children pick out statements which they think are opinions and statements which they think are facts.

Creative and Critical Reading

Develop criteria with the class, such as author's background, position, experience with the subject, prejudices, style of writing, and date of publication for use in determining the competence of the author.

36;14 Make Believe

Cards with sets of directions on them are passed out to the children. One child is called upon to follow the directions on his card. The rest of the group are to guess what is on the card. After his pantomime is over, the child reads his card orally to the class. Example:

> Make believe you are a salesman. Make believe you are talking like a salesman. Make motions to show you are trying to sell a lawn mower (or a fly spray).

13;101 Skimming

The teacher may speed up reading by a variety of exercises with a newspaper. One example is to give the pupil one page of the paper with its variety of stories and headings. The pupil is instructed to get as many different ideas as he can by glancing over the whole page in one minute (or two minutes.) As soon as the time is up, the paper is folded and the pupil lists orally or in writing the number of different ideas he obtained. Comparative records may be kept from day to day.

27;106 Generalizations

Write a generalization such as, "People of Northern Europe are Blond." Ask the pupils to prove that this is not necessarily true.

38;47 Grasping the Main Idea

Teacher and pupils read and discuss a sample paragraph together. From three sentences written on the board, select the main idea. Pupils find and copy the most important statement in a given paragraph. Pupils compose headlines for short news articles.

** Newspaper Study

Add some pep to your study of the newspaper with this game on matching headlines and stories. Each child brings in a news article. To avoid too much repetition, children may volunteer to bring in items covering different types of news--local, national, sports, and so on. In class each child cuts the headline from his article and places it in a shoe box, which becomes a headline grab box. Each then exchanges his article with another child who reads it carefully and tries to guess what the headline might be. Each child picks a headline from the grab box and reads it aloud. The child with the news article that fits the headline retrieves it. This is checked with the child who had the article originally. The game becomes even more exciting if the class is divided into two or three teams and each child receives a point for retrieving a headline correctly.

38;60 Classifying Information

Have pupils list items about a certain topic. For example, if the purpose of reading is to gather information about insects, the following plan could be followed. Pupils should divide their papers into three columns. Headings for columns might be:

Insects that come from other countries
Countries they came from
What they damage

As information on these three items is found, it is written briefly in the column. In the discussion following the work period, the information found by the group can be compiled and written on the board. A committee then makes a large chart of this information for permanent reference.

13;99 Points of View

The children are given a selection to read which expresses two points of view on the same subject. After reading the selection they arrange the facts according to the point of view each supports. Example:

> Do you look forward to the day when you can drive a car? Of course you do. Before you start, it is important to take driving lessons, for people now think automobiles are both a blessing and a danger.

> The motor car is a blessing because it helps families to leave the city and go to the country to enjoy trees, birds, and lakes. But such a trip is often hard on the driver because traffic is so heavy near the city that he is worn out after what should have been a holiday.

> The automobile is an advantage to people in the country, too. It brings them closer to their neighbors and to the towns where there are big stores and different amusements. The disadvantage in this is that the country people no longer go to their own local stores and so the merchants are forced out of business by the big towns. However, another of the real blessings of the motor car is that it helps people to do their business quickly. In addition, people can take their cars and drive many miles; in this way they learn more about their own country and the people in it. At the same time, automobiles are driven so fast and so carelessly that they kill many people every year. Thousands of people are injured in accidents, too. This fact shows why boys and girls should take lessons until they are skillful drivers before they drive on crowded highways.

1. State advantages of automobiles given above.
    1.
    2.
    3.
    4.

2. State 3 reasons why automobiles may be harmful.
   1.
   2.
   3.

36;15 Locating Information

The children open their books to the table of contents. The teacher asks questions that may be answered from it, such as: "Is there a story in this book about a little goat?" "On what page shall we find the story?" "How many pages are there in the story?" "Who wrote the story?" "Are there any poems in this book?" "Are all the stories in this book make-believe?" "How can you tell?"

The teacher prints lists of words or phrases and the children indicate how the lists should be arranged in the index. For example:

cold-blooded animals
stickleback
atomic energy
air pressure
unanium
helium
penicillin
electronics
dirigible

The children are given a list of questions, in each of which one word is underlined. This is the key word. The children draw a line under another word which they would look for in the index. For example:

(1) What percentage of the industry in Iowa is devoted to coal mining?
(2) What is the value of the annual orange crop in the state of California?
(3) Do the seasons affect the formation of iceburgs in the North Atlantic Ocean?

The children are given a list of questions based on a given indexed book. Each question is one word which, when looked up in the index, will lead to information furnishing the answer to the question. The children are instructed to select and underline this key word in each sentence.
For example:

(1) What state leads in the production of coal?
(2) What is the chief industry of California?
(3) When are there the most iceburgs in the North Atlantic Ocean?

39 Fifty Ways of Reporting

To have children become acquainted with a wide variety of books, the teacher might encourage her class to share them with and advertise them to one another in the following interesting ways, thus stimulating them to read more books of good quality and, incidentally, giving them opportunities to show their ingenuity and creative ability in art, writing, dramatic arts, and other fields:

Making a poster is an excellent way to advertise a book. For such posters, paint, crayons, chalk, paper sculpture, ink, cut-out pictures, real materials, and other things can be used, depending upon what is available for making flat or two-or three-dimensional ones.

Constructing a miniature stage setting for part of a story is a delightful experience. For such settings, pupils can make a miniature stage or use a cardboard, wooden or metal box.

Discarded materials and odds and ends can be used for the background and props. Small dolls of various kinds, wire or pipe cleaner forms, papier mache figures, or any other suitable ones can be employed as characters. Toys of various kinds are useful in creating such settings.

Decorating a jacket in any desired manner and writing an advertisement to accompany it may attract children to a book even more than the original covering.

Children enjoy preparing a monologue from a story, and such a performance gives them the ability to put themselves in others' places.

Writing a book review for a room, school, or town newspaper not only requires careful reading but gives a real purpose for using language arts.

Creating a series of original illustrations for a story, using any medium desired, requires good judgment in the selection of incidents to picture and in the choice of suitable materials for executing them.

Writing a movie script for a good action story is an experience that helps children to arrange events in sequence and to see how necessary movement is in certain types of stories.

Children who read the same play or story (which lends itself to dramatization) can give a performance, such a group project being an excellent one for socialization, sharing ideas, and giving the children an opportunity to participate in dramatic arts, an activity which they need and enjoy.

Books about how to make or how to do things can be shared by having the readers give oral or written directions, bring in something made at home, or demonstrate step-by-step procedures to the group, thus increasing the ability to follow and give directions.

Stating real reasons for liking or not caring for a book, not from a snap judgment, but after a thorough examination of it, requires critical thinking upon the part of children and helps them to evaluate other books.

If a travel book is read, an illustrated lecture, using postcards, photographs, slides, pictures clipped from magazines or from other publications can be shown to young armchair travelers, who are interested in people like themselves from near and far, and it is an excellent way to promote good intercultural relationships.

Children can use the following mechanical devices and others which they may ingeniously devise to make a "movie" of a book:

a. Drawing a series of pictures on a long sheet of paper, the ends being fastened to rollers, which are turned to move the pictures into view.

b. Making a double frame so that while one picture is being shown in one frame, a second one can be fed into the other frame.
c. Quickly flashing on the screen a series of pictures.
d. Binding together a series of action pictures to flip for motion.
e. Actually using a motion picture camera.

A vivid oral or written description of an interesting character in a book makes other children want to become better acquainted with such a person.

Although an author's purpose in writing a story should be more or less accepted, writing or telling different endings or making other changes when they are not satisfied helps children to develop such attitudes as fairness, justice, and other desirable ones.

Writing or telling the most humorous incident, the most exciting happening, the most interesting event, the part liked best, or the saddest part helps children to seek certain types of material from a book and make a suitable selection.

Marking beautiful descriptive passages, interesting conversational sections, or other particular parts for oral reading gives the reader a real audience situation, provides an opportunity for the group to appreciate excellent writing, improves imagery and enlarges the vocabulary.

Telling a story to a musical accompaniment of some kind gives twofold pleasure to an audience if planned carefully for the kind of music selected, volume, and synchronization.

The child who likes to make lists of new, unusual, and interesting words and expressions to add to his vocabulary might share such a list with others, using them in the context of the story, thus giving the children the feel of the book and adding words to the store they already possess.

A pantomime cleverly acted out makes children guess about the story and then want to read the book to really find out more about it.

Writing a letter to a friend or to the librarian to recommend a book spreads the good news about it.

Giving a synopsis of a story is an excellent way of gaining experience in arranging events in sequence and learning how a story progresses to a climax showing the importance of the surprise element, and giving a knowledge of all the other structural phases of a good book.

Using information in a book to make a scrapbook about a subject or a collection of things satisfies the desire to collect, and when shared with others stimulates them to work on a similar project.

A puppet show planned to illustrate a story is sure to interest all children. The puppets can be wooden or papier maché ones, string-manipulated ones, paper bag puppets, hand or finger figures, cardboard shadow puppets, or commercial ones, depending upon the child or children presenting the show and the materials available.

A historical book or similar type of story lends itself well to the making of a large, colorful, pictorial time line or map, which can be executed by using any materials and medium the individual or group may wish.

Children reading the same book can check each other's comprehension of the story by writing a set of questions which they think readers should be able to answer after reading the book.

Broadcasting a book review to a radio audience over a school program requires careful reading and work in speech, and this experience gives an opportunity to use ingenuity in planning sound effects, background music, etc.

Dressing as one of the persons in the story and telling what role he plays provide valuable, vicarious experience in giving a live interpretation of a character.

Preparing a book review to present to a class at a lower level is an excellent experience in story-telling and gives children an understanding of how real authors must work to prepare books for children.

Having the pupils find out about a favorite author and present a brief biography of him with sketches of his books makes such books more understandable and personal.

Cutting a piece of paper in the form of a large thumbnail and placing it on the bulletin board with the caption, "Thumbnail Sketches," and letting the children put up drawings and sketches from books give brief acquaintance with many books.

Stretching a cord, captioned "A line of Good Books," between two dowel sticks, with paper cloths on which is written or drawn something about various books hanging from it, attracts children.

Clay, soap, wood, plaster, or some other kind of modeling is purposeful when it is done to make an illustration for a book.

Constructing on a sand table a diorama, using creatively any available materials to represent a scene from a story, can be an individual project or one for a group of children who have read the same story.

Dressing paper, cardboard, wire, rag, or other handmade dolls or costuming ready-made ones and writing or printing descriptions of the characters they represent make an interesting display.

Children like to watch someone give a chalk talk done with white chalk on a blackboard or with colored or black chalk on paper, employing sketching or cartooning techniques to develop the story.

Creating a detailed, colorful mural on a blackboard, paper, or cloth not only calls attention to a book it represents, but makes a beautiful decoration for the book corner as well.

Planning a living book by making a large frame to represent a volume and having a tableau for favorite books, with a commentator to weave the threads of the stories, is a project that can be shared with the whole school.

Writing and drawing a rebus for a story requires skill in interpreting words into pictures and gives those who have difficulty with spelling an opportunity to create a piece of work with few errors.

A bulletin board with a caption about laughter or a picture of someone laughing at excerpts from funny stories rewritten by the children from material in humorous books is sure to be a popular spot in the book corner.

Comparing one book read with a similar one is an excellent experience in evaluating.

Making an original reference book from factual materials is a worthwhile experience in organizing such materials, and the perusal of such a work by others gives them additional information.

Thinking up new adventures, experiences, or incidents to add to a book is fun, furnishes opportunities for oral and written expression, and gives a feeling of authorship.

Writing to the library board to request that certain books be purchased for the children's collection adds books that pupils really like and is a way of tying together the school and this particular community service.

Writing and executing an original play about the magic of books calls attention to books in various fields and makes children realize how much joy they can experience through reading.

Arranging with the director of visual aids for the showing of pictures to acquaint the children with some of the good books that have been dramatized in the form of movies gives them an opportunity to see professional interpretation.

Listening to excellent radio reviews of children's stories not only acquaints the children with a number of books but helps them with story-telling techniques.

Preparing an attractive book fair gives children an opportunity to browse among good books, encouraging many to read.

With the fad for television, children enjoy making a miniature set to present a performance, using the theme of an interesting book.

Visiting a book store or library gives children a speaking acquaintance with many books, and some are stimulated to read the new, attractive books displayed in these places.

43;335 Books of poetry can be shared in the following ways:

An experience in the joy of sharing choral reading, is live eager group participation with freedom and spontaneity, and through such recitation the timid child can be helped (even if just through a line) to realize his powers.

Writing a composite poem after reading a book of verse gives each child an opportunity to make a contribution, either a word, phrase, or line.

Dramatizing poetry furnishes an outlet for children's love of acting.

Collecting pictures to illustrate verses selected from books builds appreciation of poetry and art.

Accompanying poetry with various rhythmic activities is an enjoyable experience.

Setting a verse to music is a delightful aesthetic experience.

A poetry parade in costume gives the children an opportunity to participate in dramatic activities.

Adding original stanzas to a poem gives the children an understanding of poetry construction and encourages them to write.

36;6 Who Am I?

After reading stories about famous men and women, each pupil writes a short paper about a man or woman; he gives progressively easier clues to the identity of the person, but never quite reveals the name. After each clue, the other members of the class guess who the subject is. To add a modern touch, the game could be played as a radio or TV quiz show with simulated prizes to winners.

** Password Spelling Game

This is an adaptation of the familiar "Password" television game. On the fourth day of a spelling unit, write the spelling words on the board. One child is "it" and stands with his back to the board. Another child points to a word. The class then gives one word clues as to what the chosen word is. Examples: word--nest; clues--bird, tree, eggs. The child at the board must then determine which word has been chosen, on the basis of these clues. When he selects the correct word, he must also spell it. The child who gave the successful clue then goes to the board and the entire pattern is repeated. (If a child failed to select the correct word after three clues have been given, the class may tell him the word.)

Spelling Drill

Use one of your bulletin boards for free-time spelling drill and practice. On small squares of various colored construction paper, print letters of the alphabet, duplicating most of the letters. The pieces are tacked at random on the bulletin board. The boys and girls arrange these letters to make words and sentences. Variations might be to unscramble words for one another and to invent new words and discuss how they might be pronounced.

Spelling Quiz Show

You will need a sheet of oak tag on which twenty-five slits have been made, twenty-five envelopes made from 3" x 5" index cards, slips of paper on which spelling words have been written. Write a second spelling word on some of the slips. These are "bonus words" and should be assigned a separate point value based on their spelling difficulty. Number the envelopes from one to ten, repeating the numbers as often as desired. (Numbers are point values of words.) Place the more difficult words in the envelopes with the higher point values. Distribute the remaining words among the other envelopes. Insert the envelopes in the slits. Two teams are selected. The teacher or pupil is Master of Ceremonies. The first child from each team selects an envelope and gives it to the Master of Ceremonies, who pronounces the word the child must spell. If the word is spelled correctly, the team earns the points on the envelope. If there is a "bonus word" chosen, the child may chose another envelope after he has spelled the "bonus" correctly.

40;11 Advanced Football

Two teams will play this game. The ball is put in play on the twenty-yard line of our football field drawn on the board. The offensive team is given four downs to advance the ball. Before a word is given to the team member each time, he will choose to run, punt, or pass. If he chooses to run, and spells the word correctly, the ball advances five yards. If he chooses to pass or punt, he may state the number of yards he wishes to go. If he spells the word correctly, the ball advances that distance. If he misspells the word, the opposing team may intercept the pass merely by spelling the word correctly. In the case of a punt, usually on fourth down, a correct word will give the opposing team the ball at the point first chosen by the player in his yardage choice. If both teams misspell the word, the ball is returned to the line of scrimmage, or the point where the play began. A "fumble" occurs when a player repeats the spelling of the word he is attempting. The ball may be recovered by the opposing team at that point if they spell the word correctly. Ten yards must be gained by the offensive team in each group of four plays, or the ball is given to the opposing team. Six points are given for each crossing of the goal. One point, the "conversion", is given for one more word spelled correctly after each goal is made.

40;14 Pantomime

Two teams will play this game. Have each team, in its turn, act out one of the spelling words. If the other team guesses correctly, it receives one point. This game may well be played with social studies. If competition is not desired, have one child act out the word. The child answering correctly becomes the next pantomimer.

Detective

Write a word on the board from the current spelling lesson leaving out one or more of the letters, depending on the level of the group. Give a definition of the word and call on individuals to fill in the missing letters. This may be done orally or written. As the class matures, leave out more strategic letters and make the definition vague. By giving one point for each correct word, and allowing the children to keep their own scores, it gives everyone more incentive to study the words before the game is played.

Speedy

Use an overhead projector with a tachistoscope as a stimulus. Start the children in slow speed recognition, approximately one second, and lead them up to 1/100 of a second. By flashing their spelling words quickly in this manner, it teaches quick recognition of the words. By occasionally inserting the picture of a person or animal, the children's interest will be stimulated.

Short Story

Ask each boy and girl to write a short story using each word in the spelling lesson. The child with the lowest word total gets special recognition. Some of the most interesting and humorous stories may be read orally and posted on the bulletin board.

Jumbled Words

This game is adapted from the party game in which the letters in a list of words are transposed. Transpose the letters in all the words in the spelling list for the week. When the class becomes accustomed to this activity, it is fun to add one or two extra letters that tend to make the game more difficult. This activity is most successful when it has been reproduced on a spirit duplicator. Mistakes are more common when material is copied from the board.

Travel

After a discussion of road signs the children see in their travels, have them list, from the current lesson, all the words which might be found on road signs. Allow about ten minutes for the children to search the lesson. When it appears that they have completed the list, share the results. With each word have the child tell the sign he had in mind. This activity is fun and aids in comprehension.

Crosswords

Make up a large supply of 8½ x 11 paper similar to graph paper with ½-inch squares. Ask the boys and girls to make up their own crossword puzzles by crossing words from the current lesson, starting with one word across the center of the paper.

Give special recognition to those who are able to use every word in the lesson.

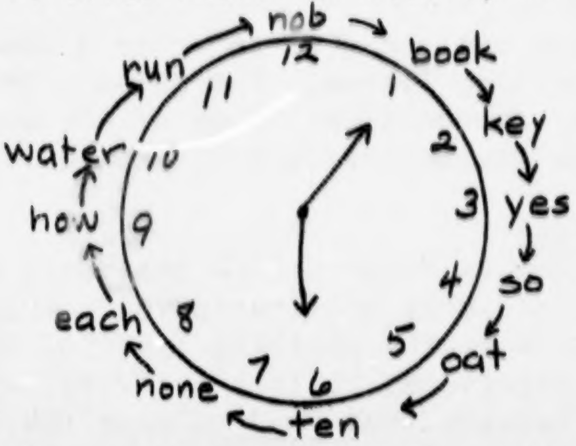
```
 C
 R
WORDS
 S   P
 SUPPLY
     E
     A
     S
     E
```

41;24 Building Vocabulary

A particular number of blends is written at the top of the chalk board before the class is divided into the same number of teams. The teams begin at the same time and, one at a time, each child from each team goes to the board and writes a word that begins or ends with the blend that his team has. The team with the most correct blend-words is the winning one. The entire class should pronounce the correct words listed on the board.

Word Clock Game

On the chalk board or on chart paper a clock face can be drawn. A child can place any word at the clock designation of one o'clock. Another child is to place a word at two o'clock, but the second word must start with the end letter of the word at one o'clock. Ten more words are to be added to the clock, and each word is to begin with the last letter of the preceding word. The child who places the last word at twelve o'clock has the most difficult task as his word must not only begin with the end letter of the word at eleven o'clock but also end with the beginning letter of the word at one o'clock. This game may be varied by using words with beginning blends or vowel rules and in other areas where familiarity is needed.



Travel Game

The route, depending on the level of the children, may lead to cities in the country, state, or planet. As teams, the children begin to travel by using words that have a short vowel sound or a long vowel sound, that begin or end with a blend, that contain prefixes or one or more syllable words, etc. Child number one, team number one gives the first word and child number one, team number two gives the next word; these players are followed by child number two, team number one, and so forth. Each time a team member gives a correct answer, that team moves on to the next city. Each time a team member gives an incorrect response, his or her team moves back one city.

21;125 Authors with Endings

Four different endings on each root, such as grow, grown, growing, grows are printed on a card. Twelve sets of roots are needed. The cards are shuffled and dealt, six cards to a player, with the remaining cards face down on the table. The object of the game is to get four cards with the same root. The players take turns asking another for a card (he must have one of the four in his hand.) The child must relinquish all the cards with the root word that he has been asked for. After the child has asked another child for a word, he draws a card from the pile. When he has four cards with the same root word, he lays them on the table. Words that may be used are: rain, thank, wait, throw, polite, wish, etc.

** **Phonic Puzzles**

Develop puzzles for review of rhyming and of initial consonants. The puzzles are used as independent reading activities. To make the puzzles two cards are divided into the same odd shapes. A picture is pasted on each part of one card. On the two parts of the matching card are pasted rhyming pictures. Then the card is cut into smaller pieces. The children try to match the rhyming pairs of pictures. This activity is self-checking since if the piece fits, the child knows he has matched the correct rhyming word. The pieces are kept in an envelope which is attached to the puzzle. As a variation, print the initial consonant on the matching pieces. The self-check works in the same way. We have several puzzles of this type. To keep the pieces from getting mixed up, the back of each piece is numbered to correspond with the number of the puzzle. In this way, the children can always tell to which puzzle the pieces belong.

** **Building Directory**

Make a building directory which is duplicated for every child. Have the children interview teachers to find out the names of the teachers, grades, number of children in each room, location of rooms, and so on. It is good experience in alphabetizing and other arrangement procedures.

21;29 **Alphabetization**

Exercises similar to the example given below may be constructed, using words found in the reading lesson. Directions: Put these words in the right alphabetical order. Put a check in front of the word when you have used it.

like
dare
over
make
bend
apple
inside
zero
visit

rope
enter
where
under
fun
come
quick
time
xylophone

not
point
gone
here
jump
kick
some
yellow

36;16 **Alphabetical Order**

Give the pupils copies of an exercise listing words in alphabetical order with some blank spaces. The missing words should be listed at the bottom of the paper, for example:

(1) pack
(2)
(3) paddle
(4) palm
(5)
(6)
(7) past
(8)
(9) pave

pat pad paper park

Ask the pupils to add the words at the bottom of the exercise to the alphabetical list by writing them in the appropriate blanks.

General Positions of Letters

To develop the ability to associate letters with their general position in the alphabet, write the alphabet on the blackboard, dividing it into three parts:

First Part
a b c d e f g

Second Part
h i j k l m n o p

Third Part
q r s t u v w x y z

Pronounce words and have the children tell in which part of the dictionary each will appear.

Alphabet Game

Make a number of small square cards on which are printed all the letters of the alphabet, one letter per card. Three or four of each of the vowels should be included. All the initial blends like "gl," "tr," "st," etc., may be included. Two or more people may play. The cards are placed face down on the table. The players take turns selecting a card and naming a word which begins with that letter or blend. If they cannot name a word in a reasonably short time, they put the card back. When all the cards are picked up, each player tries to spell as many words as he can with the cards he has collected. The winner is the person who has the greatest number of cards and words combined. A score can be figured by counting one for each card collected and ten for each word spelled. Each card should be used only once in spelling a word.

** Be Quick Dictionary Game

Write words on cards large enough for the group to see easily. These words may be from any vocabulary list--language, mathematics, social studies, art--or any other. Give each child a dictionary. As you hold up a word they hurry to find it. When they do, they raise one hand, keeping a finger in the dictionary to mark the word. The first pupil to find the word gets the card to hold on his desk. When one of them has three cards, he takes the teacher's place, flashing the cards.

38;45 Pronunciation

Acquaint pupils with the pronunciation key used in the dictionary. Show how the phonetic respellings are exact recordings of sound. For example:

cub-------kub
lamb------lam
knock-----nok

21;128 Diacritical Marks

Have pupils study together the key at the bottom of the dictionary pages and note the varying vowel sounds. Examples: sounds of "a": hăt, āge, câre, far. Note markings for march, mast, marry, match, mate, mare. Also, have pupils tell what vowel they hear in "note." Point out that although they do not hear the "e", it tells that the "o" is long. It can be written "nōt." Use this list of words to give practice in the long vowel mark:

weep	wēp	pail	pāl	glee	glē
roam	rōm	use	ūz	night	nīt
know	nō				

Each pupils writes a code message, using the respelling of the words in the dictionary or the glossary. The children exchange messages and decode them. Example: The gentl wind barli bloo.

27;36 **Meanings in Dictionaries**

Give the pupils a selection to read in which selected words are underlined. Have them use the dictionary to find the meaning of each word as it is used in the particular sentence.

27;112 **Word Meaning Clues**

Make up groups of three sentences each according to the following pattern: Two sentences using a given word with the same meaning and a third sentence using the same word in a different meaning. Ask the pupils to indicate in some manner which sentences use the word in like meaning.

(a) Aunt Sue finally found a suit that she liked.
(b) Phillip's drawing did not suit him so he started over again.
(c) "That suit certainly looks nice on you, Mrs. Huff", said Mrs. Gordon.

37;569 **Guide Words**

The guide words on a certain page are, i.e., damp and dead. What words from the following list would be on that page?

dinosaurs, dying, darkness, dad, dashed, den,
discovery, daylight, divide, discovered.

36;17 Prepare strips of tag board about 3" x 8" on which has been written a group of words all beginning with the same letter, such as dry, day, deep, dream, etc. Back them with felt or sandpaper for use on a flannel board. Choose two words at random and place them at the top of the flannel board so they would appear as guide words in the dictionary. The children go through the rest of the words and decide if each one would appear on that page, before that page, or after that page. After deciding where each word goes, they should alphabetize the words that belong on the same page as the guide words.

Reproduce or write on the chalkboard sample guide words and page numbers for several dictionary pages. For example:

damsel	206	darken
David	208	deadly

dance	day	deacon
dawn	dazzle	dart
dare	dead	date

Ask children to tell on what page (206, 207, 208) they would find each entry that is listed.

APPENDIX IV

ESPECIALLY FOR THE MIGRANT CHILD

In addition to the activities in previous portions of the guide, some activities are especially helpful in working with the migrant child. Comprehending the meanings of words, articulation and rhythm of the English language present particular problems for many of these children. This appendix then, is written in hopes of helping you as you guide the child in the development of skills in these problem areas. It is divided into two main sections, the first is a general section consisting of activities directed toward developing a positive self-concept so that the child is free to express himself, developing a meaningful vocabulary, developing skills in English usage, developing rhythm patterns in speech and so forth. The second section concerns major articulation problems.

In working with the migrant child, various difficulties will become more apparent. It is hoped that this appendix will aid in diagnosing the children's difficulties and will be helpful in developing the necessary skills for correcting the problems.

DEVELOPING A POSITIVE SELF-CONCEPT

Conversation Circle

Form a conversation circle. Begin by introducing yourself as a teacher: "My name is Miss ______, I am your teacher." The child on the teacher's right introduces himself in the same manner only adding something about himself. (i.e., "My name is ______, I like trucks,") Vary this activity according to age group. While the beginners will keep the introductions simple, the middle grades could add to their name by saying "My name is ______." "This is ______(pointing to a child on his left) and this is______(pointing to a child on his right.) This continues around the circle. A more difficult variation could be used by the upper elementary children. The first person introduces himself, the next player introduces himself and the previous person, the next player introduces himself and the previous two people, etc. (i.e., "My name is _____."
"My name is _____and this is ______."
"My name is _____and this is ______and ______.")
Some children will prefer not to play; allow for free conversation before this game and at other times during the day so they do not withdraw and are given the opportunity to get acquainted.

Getting Acquainted

Classroom "togetherness" can be gained in many ways. One example is to help the child feel that he is an important part of the group by beginning to work on a class-involved project as well as providing ample time for conversation. Using the overhead projector or opaque projector, have the children choose partners and trace each other's silhouette on black paper. After these are cut out paste them on tagboard sheets which will be compiled into a class book. On the page opposite the silhouette paste a story of the child. This can be written by children in the upper elementary grades and the very young can dictate what they wish to present.

Sharing

Make a chart for the sharing time. Labels such as "New Songs", "I Have a Story", etc. should be placed at the top. The children fill in their names according to the type of presentation they have.

Classmates

Have the children write one or two sentences describing a classmate. Each child reads his riddle and the class decides who it is describing. The person who guesses correctly takes the next turn.
Sing songs which involve the children's interaction. Two examples of these are "Hippity Skippity" and "Take My Hand." *

Room Planning

Discuss the room and the familiar objects they see. Allow those who wish to point out a familiar object and tell about it.

Talk about the bulletin boards and how they can pin up their work as decoration. Test the cork backing with a pin.

Let the children decide how certain areas of the room could be used (i.e., toy corner, library corner, science table, etc.).

---

* Refer to songs at the end of this appendix

Body Image

Provide a full-length mirror. Help the children look at themselves and tell all the good things they see. This might be encouraged by the teacher: "I see a sunny smile." or "I like your dark hair, _____." Encourage the class to participate by adding what they see that is nice. Provide many opportunities for individual children to experiment independently with body movement, making faces, combing hair, etc.

Help the children to make a puppet stage as a class project. Allow for each individual to meet success in the part he contributes. Children make puppets of themselves and use the stage to introduce themselves.

Let the children each make their own name tag to wear the first day or have name tags ready for them. Cut various shapes so that each child has his own.

Dictate or write a story about "Me". Help the child become aware of himself as an individual. During the school year his concept of himself will change considerably. He should be helped to realize the kinds of things he can do: produce sound, enjoy music, move, use his hands, smell, see, feel, hear, taste, wonder, etc. Play the song, "This Is What I Can Do". As the children sing the last phrase, "now I pass it on to you", the person who has just demonstrated an action points to another child.

Poetry

Enjoy poetry together. After reading Leland B. Jacobs poem, have the children draw pictures of themselves. These pictures can be mounted and placed around the poem on a bulletin board.

I'm glad I have
Two ears, two eyes,
And two strong legs to run.
I'm glad I have
Two arms, two hands
Instead of only one.

I'm glad I have
Two knees, two feet.
And yet, I don't suppose
I'd ever really
See the need
To have another nose.

Read the poem "Clowns". Ask "What kind of clown would you be?" Let the children talk about themselves for a while. When desirable, have them make a collage clown face of their choice.

Big clowns-Little clowns
Tall clowns-Small clowns
All clowns-Come to town!
Happy clowns-Snappy clowns
Glad clowns-Sad clowns
Mad clowns-Bad clowns
All clowns-Come to town!

DEVELOPING A POSITIVE SELF-CONCEPT

Conversation Circle

Form a conversation circle. Begin by introducing yourself as a teacher: "My name is Miss ______, I am your teacher." The child on the teacher's right introduces himself in the same manner only adding something about himself. (i.e., "My name is ______, I like trucks,") Vary this activity according to age group. While the beginners will keep the introductions simple, the middle grades could add to their name by saying "My name is ______." "This is ______(pointing to a child on his left) and this is______(pointing to a child on his right.) This continues around the circle. A more difficult variation could be used by the upper elementary children. The first person introduces himself, the next player introduces himself and the previous person, the next player introduces himself and the previous two people, etc. (i.e., "My name is _____."
"My name is _____and this is ______."
"My name is _____and this is ______and ______.")
Some children will prefer not to play; allow for free conversation before this game and at other times during the day so they do not withdraw and are given the opportunity to get acquainted.

Getting Acquainted

Classroom "togetherness" can be gained in many ways. One example is to help the child feel that he is an important part of the group by beginning to work on a class-involved project as well as providing ample time for conversation. Using the overhead projector or opaque projector, have the children choose partners and trace each other's silhouette on black paper. After these are cut out paste them on tagboard sheets which will be compiled into a class book. On the page opposite the silhouette paste a story of the child. This can be written by children in the upper elementary grades and the very young can dictate what they wish to present.

Sharing

Make a chart for the sharing time. Labels such as "New Songs", "I Have a Story", etc. should be placed at the top. The children fill in their names according to the type of presentation they have.

Classmates

Have the children write one or two sentences describing a classmate. Each child reads his riddle and the class decides who it is describing. The person who guesses correctly takes the next turn.
Sing songs which involve the children's interaction. Two examples of these are "Hippity Skippity" and "Take My Hand." *

Room Planning

Discuss the room and the familiar objects they see. Allow those who wish to point out a familiar object and tell about it.

Talk about the bulletin boards and how they can pin up their work as decoration. Test the cork backing with a pin.

Let the children decide how certain areas of the room could be used (i.e., toy corner, library corner, science table, etc.).

---

* Refer to songs at the end of this appendix

Body Image

Provide a full-length mirror. Help the children look at themselves and tell all the good things they see. This might be encouraged by the teacher: "I see a sunny smile." or "I like your dark hair,_____." Encourage the class to participate by adding what they see that is nice. Provide many opportunities for individual children to experiment independently with body movement, making faces, combing hair, etc.

Help the children to make a puppet stage as a class project. Allow for each individual to meet success in the part he contributes. Children make puppets of themselves and use the stage to introduce themselves.

Let the children each make their own name tag to wear the first day or have name tags ready for them. Cut various shapes so that each child has his own.

Dictate or write a story about "Me". Help the child become aware of himself as an individual. During the school year his concept of himself will change considerably. He should be helped to realize the kinds of things he can do: produce sound, enjoy music, move, use his hands, smell, see, feel, hear, taste, wonder, etc. Play the song, "This Is What I Can Do". As the children sing the last phrase, "now I pass it on to you", the person who has just demonstrated an action points to another child.

Poetry

Enjoy poetry together. After reading Leland B. Jacobs poem, have the children draw pictures of themselves. These pictures can be mounted and placed around the poem on a bulletin board.

I'm glad I have
Two ears, two eyes,
And two strong legs to run.
I'm glad I have
Two arms, two hands
Instead of only one.

I'm glad I have
Two knees, two feet.
And yet, I don't suppose
I'd ever really
See the need
To have another nose.

Read the poem "Clowns". Ask "What kind of clown would you be?" Let the children talk about themselves for a while. When desirable, have them make a collage clown face of their choice.

Big clowns-Little clowns
Tall clowns-Small clowns
All clowns-Come to town!
Happy clowns-Snappy clowns
Glad clowns-Sad clowns
Mad clowns-Bad clowns
All clowns-Come to town!

Our Families

Discuss families: Who has sisters and brothers? What are their names? How old are they? What is your job at home? Play the fingerplay and song, "The Family." Make a book about the families of the children or help each child make a book of his own.

DEVELOPING A MEANINGFUL VOCABULARY

Recordings

Record the child's vocabulary and his interesting way of saying things. Much insight into the child can be gained by looking at this record. Tape recordings are also valuable in this sense.

Discover through observation and recording just what words are important to the child. Where do his interests lie? What is his previous background? How does it and will it affect his ability in learning?

It is generally profitable to discover the child's listening vocabulary. He usually knows more words than he uses. Growth in vocabulary usage means nothing however if the depth of understanding is not there. Present enough stimulation and provide experiences that will aid the child in understanding. He will be able to use those words he formerly only recognized.

New Words

As new words are introduced or used, encourage the child to write it on a card with an illustration drawn by him or cut from a magazine. These cards could then be placed in his individual dictionary file for future reference. Those students who are able should use the word in a sentence on the opposite side of the card.

Activities Using Pictures

Place several fascinating pictures on the bulletin board--ones which will spark an interest and present opportunity for a discussion.

For the Very Young - use these as a basis for creative dramatics, free expression, discussions in terms of experiences or what they think might happen. Make a class story to accompany one or all of these pictures or let each child dictate a sentence privately. If individual sentences are dictated, mount one sentence at a time under the picture as a caption. Change it each day so each child can see his work and can feel its importance to everyone within the room.

For the More Advanced Child - Use the pictures as class discussion topics or to provide a stimulant for a creative writing activity. The class as a whole can list words which would describe one of the pictures, list names of objects found in the picture, list action taking place, etc.

To help stimulate more interest in creative writing and at the same time develop a meaning vocabulary, present the children with an idea, a topic, an unfinished story, part of a wish, etc. (Let your imagination guide you). Then stand by as they begin to write. They will need many words which they know and use but cannot write. As a word is needed, have the child raise his hand and give you the word to write on the board. Other children can refer to the board for help before they ask for a word. This frees the child to write ideas quickly and in his own interesting way, eliminates the long line and many bored children and lets the children know you are involved in their project also. These words may be placed on individual cards for the class dictionary file. All children can participate in writing the word on one side of the card and a sentence on the other and later filing them in alphabetical order.

Teaching the Teacher

Let the children teach you; be interested in learning their language. Allow them to show you their language and its relationship to English. In doing so they will find that their use of English is more accurate, useful and functional. This type of success and interest begins the cycle necessary for self confidence and more advanced, interested learning.

Present Poetry - Poems such as the following may be presented and read. Ask the children to define the Spanish words within the poem. What do they mean in English? This will perhaps lead to discussion and other translations.

Los Dulces

Each new player's blindfolded
With a hanky, green or red,
And twirled around and whirled about
While friends all clap and jump and shout.
A special stick is used to bat
The place where our piñata's at,
Until one nino wins the thrill
Of letting lots of goodies spill
Onto the ground when he strikes just right
The pretty pinata with all his might.
We rush to the spot and gather quick
Fruits and sweets let loose by the stick.
Los dulces (lohs dool sehs), los dulces!
--Dick Hayman

Child-made Charts - Spanish translated into English could be put on charts for basic vocabulary. Writing these words in sentences or giving a sentence in which it is used will give help in structure as well as developing depth in meaning. These charts could be made by individuals or in small groups. Pictures can be drawn or cut from magazines to illustrate the meaning. Chart suggestions: Greetings, What Time Is It?, What Day Is It?, Color Names, Number Names, Weather Chart, Calendar, Months of the Year, Holidays, etc.

Los Colores	The Colors
rojo	red
Ces rojo el papel?	Is the paper red?
amarillos	yellow
Los papeles son amarillos.	The papers are yellow.
morados	purple
Ella tiene dos creyons morados.	She has two purple crayons.
negro	black
Es negro el papel?	Is the paper black?
blanco	white
El color es blanco.	The color is white.
pardo	brown
Yo tengo un creyón pardo	I have a brown crayon.

Child-made Displays - Individual or small group displays could be of many sorts including those correlating with science, social studies, classifications studied, objects of interest brought to school such as stones, leaves, deserted nests, insects, etc. The children should label these in Spanish and translate them. Let them explain the Spanish pronunciation and help the teacher say the word or phrase. Individual stories, experiences or sentences describing the display should also be included in English. These may be dictated by younger children or those having difficulty with the English language.

Advanced Translations - More advanced students may be interested in making a chart showing the sound similarities and differences in the two languages. Each entry could contain the sound in Spanish, the sound in English, words containing the sound in each language and the definitions.

Vocabulary Development through Poetry and Writing

Poems can stimulate vocabulary development through their use of interesting words and questions they present. Two such poems follow--there are many many more. Children enjoy playing with words and creating their own poetry. -- Try it!

CHOOSING WORDS

Some words are round or soft or small,
Like "woolly," "lamb" or "snow" or "ball";
And some are sharp with points--like "spears"
Or "needles," "pins" and "knives" and "shears."

Some words are good to hear, like "gift,"
And "friend" and "fun" and "share" and "lift";
And other words can sound quite sad--
Like "temper," "hate" and "fight" and "mad."

So let's be careful that we choose
The kinds of words it helps to use--
Not words that hurt nor words that sadden
But happy words, and words that gladden!
--Constance Quinby Mills

ABOUT WORDS

Words are little singing sounds
for saying over and over.
They run in little bootstep tracks
on pages, cover to cover.
They make us bridges and trees and pigs
and a house for a little red hen.
They let us see things all over the world
without even pictures of them.

Sometimes they look almost the same,
like children in a line.
Sometimes they're not like they look at all.
And some of the time they rhyme--
like coat and boat
and sing and swing,
and cones and bones and phones.
Sometimes they just go splashing along
like water over stones.

Words can take us for long, long rides
on planes
or trains,
or the bus.
Words are very wonderful things
because they talk to us.
--Gertrude L. Robb

Housekeeping Activities

Various housekeeping activities lend themselves to developing more meaningful vocabulary due to the fact that even though some children will not have had experiences in these areas they are easily duplicated in the classroom and can be used as direct experiences on which to build comprehension of concepts and words in connection with them. The following are a few suggestions which will perhaps help stir your imagination:

Making the Bed - Bring in bedding for the children to work with. Help them devise a bed of cushions if one is not available in the health room. Discuss steps involved and describe what is being done. Later after the actual process has been worked with, have them tell the steps in sequence. Help them use any new vocabulary gained: sheet, blanket, pillow, pillow case, mattress, bed spread, tuck, fold, slip in, smooth, straighten, fluff, etc.

Setting a Table -After the children have practiced setting a table and have developed accurate use of a meaningful vocabulary, put all the table setting objects in a bag. Have one child reach in and describe what he feels. Another child from the group could name the object and tell how it is used. Still another child could take it to the table and put it in the proper place. One child could do all of the above activities, but this way everyone in the class will have a chance to participate. Help them use any new vocabulary gained: tablecloth, napkins, glass, cup, saucer, plate, knife, fork, spoon, chair, centerpiece, serving dish, etc.

Sweeping the Floor, Washing Dishes, Dusting, etc. - After these activities have been discussed, demonstrated by you and achieved by the children, have them pantomime various cleaning activities. Other children describe the action and tell what equipment would be needed for each activity. Set up housekeeping in the room. Allow each child a chance to accept his share of the responsibilities. Use the new vocabulary gained through these activities: broom, dustpan, dustmop, dustcloth, vacuum cleaner, soap, water, dishcloth, dish towel, drain, wipe, wash, dish pan, sink, etc.

Cooking - Cooking can be used in conjunction with various units of work while at the same time holds promise for vocabulary development, language structure and concept formation. Recipes can be placed on charts so that all of the children can follow the steps involved. Some of the very simple, fun, and educational projects follow:

Cookless Cookies - These are made with graham crackers and colored icing
Popcorn Balls
Chocolate Chip or Sugar Cookies
Applesauce
Jello
Vegetable Soup
Stew

Stories, experience charts can be made while the children are waiting for their project to cook or bake. Stories and poems based around cooking projects are also enjoyable. Poems which might be fun to use follow:

POPCORN

Put the yellow kernels
In a popper made of wire,
Fasten it securely,
Put it on the fire
And shake,shake,shake--
Don't weaken, don't stop
Till one little kernel
Gives the first big POP.

Then rat-a-tat-tat,
The others pop and sputter.
Pour them in a bowl,
With salt and melted butter
and--Shall we just LOOK

At it there? Let's not!
Let's hurry, everybody,
And eat it while it's hot!
--Ethel Jacobson

IN THE KITCHEN

Potato pouts: "I really can't
Believe my many eyes!"
Corn cocks his ears and says: "My dear,
This is a big surprise!"

Old Cabbage shakes his mighty head.
Asparagus stalks by.
While Onion runs around in rings,
Repeating:"Please don't cry!"

Sobs Celery: "It breaks my heart--
We're such a healthy crew
To go to pieces in this way
And end up in a stew!"
--Frances Gorman Risser

Bean Bags

This exercise stimulates thinking as well as reinforces vocabulary. After a circle has been formed, begin by giving one child a bean bag and naming a category such as "fruit." As each child catches the bag, he must name a fruit until there are no more items left in the category. At this point, another category is introduced and the game continues.

Do This

An activity to stimulate language structure, strengthen vocabulary and review concepts, deals simply with following directions. Several objects are placed under, on or beside the table. The teacher gives a series of directions stressing the vocabulary presently being developed. With advanced students, more directions in sequence can be given. (i.e., Tona, crawl under the table and get the green plate, place it on the desk and take a paperclip to Ricardo.)

Go-Togethers

Build word lists of things that go together. This can be done in connection with a social studies or science unit. (i.e., trousers, shirt, belt, tie, handkerchief, cuff links, etc.) The children's idea of what goes together may be different than yours. Analyze their responses carefully before saying it is a wrong response.

Going Shopping

A game which aids in teaching the names of objects such as toys, animals, clothing, foods, furniture, etc., entails a child going shopping. He gives various people names of foods (or other articles). These people are "in his sack" and follow him around as he taps others. "Bang!" is the signal from "It" for the sack to break and all children run for a chair. The one who is left standing becomes "It".

Names of Objects

Provide magazines and scissors for each child. Have the children cut out several pictures of objects which fit a specified classification (i.e., toys, animals, fruit, etc.) Have the children bring their pictures to the front of the room, tell what one of them is and something about it. Then have him paste that object on a class chart. Save the remaining pictures for the following game. In a box, place pictures of as many different objects as there are children. (You may have to add a picture or two so that there are no duplicates.) Players sit in chairs in a circle. There are no extra chairs. "It" passes the box around and each player takes one picture. "It" takes the box at the end of the line and says: "Hello"

group: "Hello, ________. How are you?"
It: "I'm sleepy."
group: "Do you want to go to bed?
It: "Yes, I need a washcloth and a toothbrush."

The children who hold a picture of a washcloth and a toothbrush change places. "It" tries to get to one of the seats first. The person left without a seat is "It" and continues to ask for objects in the same manner.

Behind, Before

Divide the class in half; one half forms a circle and the remaining half wait in line for instructions. The teacher or designated leader directs one player to go to the circle and follow whatever directions have been given. (i.e., Juan, stand beside Maria", "Miguel, crawl under Carlos," "Lucita, stand behind Nicolas," etc. Any number of directions can be used to develop these concepts and others.) When the child has followed the direction correctly, the person whose place he has taken returns to the line.

Action Words

In developing concepts of action words play a game similar to "Simon Says". Vary it in the following way: The teacher says "Children cry." If the statement is true, the children dramatize someone crying. Continue with this procedure but occasionally give a statement which is not true. (i.e., "Houses can talk.") If the statement is not true, the children stand as statues. A variation of this can develop the concept of complete sentences. If the teacher makes a complete statement the children dramatize the action, if not a complete sentence, the children "freeze."

Guess What

The child selects a slip of paper from a box. The teacher pins the paper (which contains a word) on the child's back. He approaches 5 players and asks for a statement which will help him discover the word. After five statements, he tells what the word is in a complete sentence. He can choose the next player who draws a word from the box.

DEVELOPING LANGUAGE STRUCTURE

Sensory Experiences

Describing an object through comparison can be developed in the following way: Guide the children through as many sensory experiences as possible. An example is to begin by saying, "Her hands are as soft as silk." Children continue using these comparisons. Encourage complete sentences. Record their statements so that a "Soft Things" book can be made and illustrated by the children. Other books of this type are "Hard Things," "Funny Things", "Angry Things", etc.

Constructing Sentences

Many pictures stimulate creativity by their very nature. Find several clear cut pictures with possibilities of creative interpretation. Mount the pictures on large charts and attach a manila envelope beside it. The envelope will contain words which go with the picture. The child should arrange the words as he wishes.

Two children sit at the table. While one child puts something on the table (a table cloth, a block, etc.) the other constructs a sentence by saying exactly what the child is doing.

Show the children the importance of words in a sentence by constructing a building with blocks. Pull out one of the middle blocks thus letting the building fall. Just as the block was necessary, one word gone from a sentence "ruins" the thought.

Descriptions

Place several pictures on a bulletin board or on the chalk ledge. Sometime during the day each child writes a sentence or two describing one of the pictures and places the sentence strip in a box near the display. At the end of the day or at some other convenient time, the children take turns drawing a slip and reading it aloud. The person reading tries to discover the picture which is being described. The class may help the decision along if difficulty arises.

Jump Up

The teacher gives a definition or describes something. The first child to "Jump Up" and give the correct word may describe something. A variation is to describe an animal and have the children jump up and mimic the noise that animal would make.

(i.e., "This object is tall and grows;
Birds like to build nests there."
or
"I'm short and fat and I'm usually pink. I have a curly tail." (The children would call out "oink! oink! oink!" or make a snorting sound.)

Art Humor

Art projects of many kinds help free the child to express himself. The following is an unstructured activity which lends itself to discussion, explanation, and description. Provide construction paper, scissors, paste and old magazines. Direct the children to find bodies and heads of animals and/or people. Paste the head of one on the body of another. Share the humor with each other describing what kind of animal or person it would be; what things it could do; how strange it would seem.

Skits

Divide the class into groups of four children. Place four articles in each of four paper bags and give one bag to each group. Send them to various corners of the room to develop a skit. After ten minutes, the children are to pantomime their skit using all four articles. After each presentation, have members of the class tell the story presented. The "players" should help out if it is necessary and should also describe how each article was used.

Remembering

After a walk or other field trip, "Remembering" is fun. This can be directed in the area of just usage and structure or can be made into a game with each child "remembering" something which followed the previous "remembering sentence." A variation could involve remembering things in alphabetical order instead of sequence.

Word Guess

A variation of the old standard game of finding the thimble (or other object) is to give clues in the form of directions. This not only aids in the following directions but also develops basic vocabulary such as forward, up, down, over, left, right, etc.

Flannel Board Questions

This game develops listening skills, interpretation skills and creative thinking as well as developing vocabulary. Back several pictures with sandpaper or flannel for use on the flannel board. Questions such as "Who needs some water?" or "Who is unhappy?" may be asked and the children answer using complete sentences.

Complete Sentences

In stressing complete sentences and language structure, play the following game:

All the children close their eyes except "It" who hides a chosen object somewhere in the room. The children are directed to open their eyes and may guess where the object has been hidden. "The _________ is behind the door." If the structure of the sentence is correct, he may look in the spot he has guessed. The person to guess the correct location takes his turn to hide the object.

DEVELOPING RHYTHM, STRESS AND INFLECTION

Rhythm of the Language

Spanish speaking pupils have a tendency to pronounce all syllables at the same rate of speed where we speed up the unaccented syllables. There is also a tendency to stress certain elements of the language which are usually not stressed in English (i.e., the articles are an example.

The Spanish speaking child would say the bike instead of the bike
an orange instead of an orange
a horse instead of a horse

Other elements stressed are prepositions, possessive adjectives, conjunctions, pronouns and forms of the verb be.

Walking Rhythms

Divide the class into small groups. All of the children in one group hold hands and walk to the rhythm of a specified sentence. (i.e., I'm going to the store.) This can later be transferred to slapping their hands on their knees. Stress the accented syllables so that the children feel the difference in stress between English and Spanish.

Repeating Numbers.

Rhythm and stress can be developed by having the children repeat 5 digit numbers, each time emphasizing the next number higher. Clapping could be added on the accented digit. (i.e., 1 2 3 4 5, 1 2 3 4 5, 1 2 3 4 5, 1 2 3 4 5, 1 2 3 4 5.)

Recordings

Record many types of sentences in various situations using expression, intonation, obvious stress patterns and rhythm. Hesitate for the child to repeat what has been said. Older children can actually operate the tape recorded and tape their response, play both the model recording and his recording back and evaluate his speech. Recordings should be saved from time to time so that the child has the opportunity to evaluate his progress over a long period of time. Recordings of this type can be made of all children, regardless of age, with supervision.

Either on tape or as a group, ask a question: "Do you like candy?" Have the children repeat the question using the stress, inflection, and speed. Later, after the children have gained a greater capacity with the rhythm of the language, ask a question and have them answer it. (i.e., "Do you like candy?" "Yes, I like candy.") Work with a variety of questions and answers in a variety of situations using as many different inflections and stress to indicate changed meaning.

Poems and Fingerplays

These are helpful in working with the rhythm of a language since the children can usually hear and feel the rhythm presented. The beat of poetry will aid the child in practicing various rhythms. The three which follow are indicative of the English Language in that the unaccented syllables are spoken more quickly than the accented.

The Squirrel

Whisky, frisky,
Hippity hop.
Up he goes
To the treetop!

Whirly, twirly,
Round and round,
Down he scampers
To the ground.

Where's his supper?
In the shell
Snappity, crackity,
Out it fell.

My Dog

His feet are big,
His ears are floppy.
When he eats
He's very sloppy.
He can't do tricks--
Jump over sticks
Or anything that's clever.
But he's my own,
My very own,
And I'll love him
Forever!
--Helen Lorraine

Learn a finger play about animal babies:

I see one kitten sitting in a hat
(Make a fist of the right hand with thumb outstretched.)
It is the baby of Mrs. Cat.

I see two piglets dancing a jig.
(Raise second finger along with thumb.)
They are the babies of Mrs. Pig.

I see three tadpoles rolling in a bog.
(Raise third finger, along with others.)
They are the babies of Mrs. Frog.

I see four fuzzy cubs sleeping in a lair
(Raise fourth finger, too.)
They are the babies of Mrs. Bear.

I see five yellow chicks playing in a pen.
(Pinky joins the rest.)
They are the babies of Mrs. Hen.
--Helen Jill Fletcher

Puppetry

Present hand puppets of various characters using voice differences (i.e., Three Bears, or Three Billy Goats) to stimulate inflections, and imitating sounds. Have the children mimic the puppet using the same stress points and inflections.

In helping children learn to project their voices, use inflections and use expression by having them participate in the following exercises:

"Hello. How are you?"	to someone in the same room
"Mom, I'm home now."	call upstairs
"Don't do that again!"	to a young sister or brother
etc.	

Voice Inflection Exercises

Let the children say the following or other sentences with falling and rising inflections:

It is short.
She is a strong girl.
It is very dark
The tree is tall
The sun is bright.
The car is red.
You went to the store.

More advanced children will be able to suggest meaning through intonation, stress, and rhythm. Yes, No, or Oh can be expressed showing disgust, pity, sarcasm, disappointment, question, surprise, indifference, etc.

Let the children imagine that they see something exciting, that they are already to go to the store for an icecream cone and it starts to rain, that they stepped on a cat's tail and they feel sorry for it, etc. Give them sentences to use both rising and falling inflection. e.g.,

Well, I don't really care for it
Oh, did you really do that?
She is too nice to do something like that. etc.

Sentence Inflections

Help the children listen to the end of sentences. Identify the intonation differences in declarative and interrogative sentences. Divide the children into three groups: the talkers, the periods, the question marks. The talkers take turns in giving sentences, the periods and question marks raise their hands according to the type of sentence. A variation would be to have the periods make a pt noise by forcing out air and at the same time making a period with their index finger and the question marks make a noise produced by placing the tongue behind the teeth and blowing out with a pt noise for the period of the question mark, the index finger pantomimes the question mark while the noise is being made.

DEVELOPING ACCURATE ARTICULATION AND ENUNCIATION

Listening for Quality Differences

Use a pitch pipe or piano to play two tones and have the children determine if they are the same or different. At first play tones which are quite far apart but gradually they should come closer together for developing discrimination skills necessary for hearing the differences in speech sounds.

Listening for Sound Position Differences

As you tap, clap, snap three times, the children must listen and identify the position of the soft sound (beginning, middle or end. The same procedure can be used with distinguishing the sound which is loud, highest, lowest, etc.

i.e., L L S
S L L
L S L

Other Listening Skills

Previous areas of the guide contain numerous listening activities which will aid in helping the child discriminate more carefully and critically.

Identifying Speech Helpers

Have the children name as many helpers as they can as they think about what happens when they make a sound. Tell how different parts of the mouth are used in making sounds. Help them experience using these helpers through exercises and poems.

6;80 Lip Exercises

The lip-rounding vowels are oo as in pool, oo as look, o as in cold, aw as paw, o as in gong. The lip consonants are b,p,m,w,wh. The lip-teeth consonants are f,a,v.

Round the lips and then spread, as in saying oo--ee
Whistle
Cover the lower lip with the upper lip
Cover the upper lip with the lower lip
Blow out of the left side of the mouth
Blow out of the right side of the mouth.

44;16 Pucker your lips, pushing them as far forward as possible. Draw them back as far as possible.

Say "ee" pulling the lips back as far as possible. Say "oo" pushing the lips forward. (These sounds whould be greatly exaggerated. Repeat several times.)

Open your mouth wise. Close your lips firmly. 1--2; 1--2; 1--2.

Raise your upper lip showing your upper front teeth. Close your lips. 1--2; 1--2; 1--2. (You can raise your upper lip by wrinkling up your nose.)

45;2 I stretch my lips and say ee ee
Or make them round like O
I stretch again and say "Wee wee",
Or Meeny Miney Mo.

6;81 Tongue Exercises

The tongue does much work in the making of sounds, and should be so flexible that it can be used easily and readily at all times. All vowels are made with the use of the tongue, and consonants t, d, l, n, r, s, z, sh, zh, y, k, g, ng.

Stick out the tongue as far as possible and wiggle it.
Double the tongue back as far as possible and wiggle it.
Place the tongue between the teeth, so the teeth are felt above and below, and wiggle the tongue back and forth.
Raise the back of the tongue, keeping the tip down.
Touch the lower teeth with the tongue.
Touch the upper teeth with the tongue.
Fold the tip of the tongue under then bulge the tongue out.
Touch your cheek with your tongue.
Pretend the tongue is washing its house--wash all parts of the mouth.

45;1 In a warm little house
Lives a little pink elf
Make him walk on the roof (Tongue dot roof of mouth from front to back)
Make him dance on the floor. (Tongue jumps around on bottom of mouth)
Make him climb up the walls. (Cheeks)
Let him run out of doors. (Tongue jumps around out of the mouth)

Lip and Jaw Exercises

Say ah - ay - ee - aw - ho - oo for both lip and jaw
Blowing exercises using pinwheels, balloons and feathers strengthen their movements
Jingles using p, b, w, and ah

45;2 I feel like a funny clown
For I can drop my jaw way down.
I can say "Ah, ah, ah, ah",
I can say "yah, yah, yah, yah."
Can you drop your jaw way down?

Soft Palate Exercises

45;2 Yawn with mouth closed
Say ng--ah many times
Yawn, saying rah-yah.

Play you have a little cold. Cough.
Or perhaps your throat is sore.
Did you ever gargle for a sore throat?
Can you make a gargling sound?

Working with Sound Difficulties

In working with sound difficulties help the child achieve his goal through the use of all of his senses:

Hear the Sound - Read a story or poem using this sound extensively
Say the sound in sentences for them to hear
Have them choose a word containing the sound from a group of two or three words

See the Sound - Provide a key picture for that sound
Have them watch as you say it
Use a mirror to let each child see how the lips, tongue, teeth, etc. appear as they make the sound

Feel the Sound - If it is a voiced sound, help them feel the vibrations, if it is not voiced, help them to feel where it is made

Say the Sound - Have them repeat the sound in isolation, then in the initial, medial and final positions, then in words and finally in sentences and functional uses of the language

6;106 Vowel Sequence

In helping the child to use and master the difficult sounds in all positions use the following vowel sequence technique: The teacher leads the activity by saying a sound and the children immediately follow with their response

initial	medial	final
day as in say	ay-d-ay	ay-d
dee as in see	ee-d-ee.	ee-d
di as in sigh	i-d-i	i-d
do as in so	o-d-o	o-d
doo as in sue	oo-d-oo	oo-d

This way the child becomes accostomed to the sound in a context rather than in isolation.

Nonsense Syllables

Have the children make up nonsense syllables using sounds being studied and use them in stories, poems and descriptions.

Books

Cut pictures from magazines and make posters for the various sounds, a class book of sounds or individual books.

The Trunk

Pull various articles out of a small suitcase or trunk for the children to identify and say the sound which is presently being worked on. A variation of this is to have pupils make paper clothes cutouts and pin them on the bulletin board. Each child has a turn to pack a suitcase for a trip. Only those items that have the sound previously designated however can be packed.

Hide and Seek

Hide pictures of things relevant to the sounds being studied. The children search for the cards until a signal is given at which time they return to their seats. They take turns in naming their picture and telling the sound.

A variation of the above is to have the children place their picture in the correct box which has been placed before the group. The teacher checks the boxes and the children pronounce the word. The rest of the group listens for a card which does not belong.

Mounted Pictures

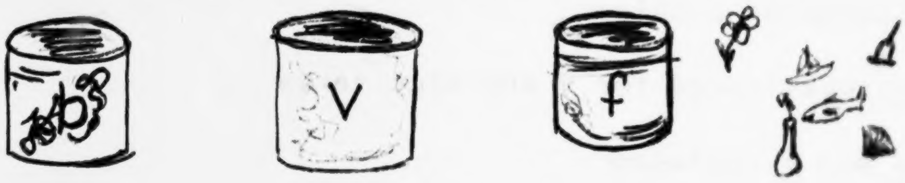
Mount pictures on tagboard. Hold up one picture and say the word which is pictured. Have the children give words which begin the same way and use them in sentences. For more advanced groups have the children name objects which go together as well as begin with the same sound (i.e., picture is a house--children might name highchair hanger, hammer, holders, hamper, hook, etc.)

Feed the Bears

Draw a bear with an open mouth and attach a large bag on the back just under the mouth. Make flash cards shaped like peanuts. Each child feeds the bear with a peanut. If he can name the peanut correctly and also name another word with the same initial consonant, plus a word that rhymes with it the card goes into the bear's mouth.

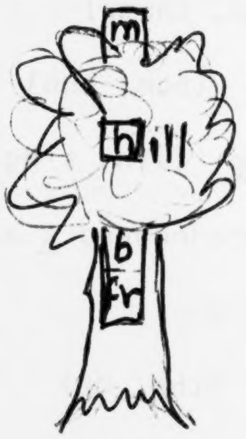
Objects and Sounds

Collect empty #2 coffee cans (or any other) and decorate them in some way (contact, wall paper, paint, flowers, etc.) On one side put a letter sound which is being worked on at the present time. Find small objects which use that sound and can be easily named. Have about four cans out at a time with the small objects in a box nearby. Have the children put the objects in the correct cans. For self-check, place a slip on the bottom of the can or if they cannot read, have them tell you the object placed in each can.



Sound Strips

Cut a large picture of a single object out of a magazine and dry mount it to oak tag. Cut two parallel slips each 1½'' long and 1½'' apart. Cut the slits in a convenient spot for viewing (i.e., in a clown's face make the slits in his mouth, on an elephant, make the slits at the end of his trunk, etc.) Prepare a slip of paper ;½'' wide and as long as necessary for the beginning consonants. To the right of the slit place a piece of paper with a word family on it. Place the slip through the slits and move it through. The children can work individually or in pairs as they read the new words and use them in sentences--written or oral.



Hear and Show

Help each child make a card for each sound to be worked on and a folder in which to place them. The folder is made by folding one end of a piece of construction paper up to the middle of the paper and stapling it to make a pocket. This provides a show folder as well as a storage pocket. The teacher reads a list of words. The child places a card in the holder which is the initial sound of the word given. He holds it over his head for the teacher to see. The same can be done with medial and final sounds.

Stepping Stones

Words which are being emphasized are printed on stones. Place the stones on a background representing a lake, river, or stream. The children try to cross the body of water by saying the word on each stone. If they "slip" by not pronouncing a word they must wait for the next person to rescue. If sounds are being used instead of words, the child must give a word which begins or ends with that sound or has the sound in the medial position. The position to be given is determined by the teacher's directions.

ARTICULATION DIFFICULTIES IN THE MIGRANT CHILD

Difficulties in articulation have been found to exist in the migrant child who is learning English as a second language. Some of these are due to the way the sounds for various letters are produced, others are due to the absence of a sound or letter in the native tongue. It is hoped that after the articulation problem has been discovered and diagnosed, the activities which follow on subsequent pages will help in correcting the difficulties. The following is a list which may be used as a check in the diagnosis of particular articulation problems:

-- b substituted for v and vice versa

-- v and f confused

-- ch is substituted for sh; sh sometimes sounded as s

-- d pronounced t (din; tin)

-- s or sp is preceeded by e (spin; espin)

-- g is pronounced ck or hard c (bag; back)

-- h is omitted

-- j is pronounced ch (jump; chump)

-- final m is pronounced as n (bum; bun)

-- final n is pronounced as ng (sin; sing)

-- voiced s and z sound are pronounced s as in see (buzz; bus)

-- th is pronounced s (thin; sin)

-- voiced th is pronounced d (the; de)

-- w is preceeded by g (we; gwe)

-- confusion of y and ll

-- y pronounced j (yellow; jello)

The following suggestions for articulation difficulties are not meant to be conclusive nor to fully develop each sound. Each group will have its own needs, abilities and difficulties. All of the possibilities cannot possibly be covered in this volume. It is our intention, however, to provide a spring board of basics to use as each teacher sees fit. It should be emphasized that in working with articulation difficulties the letter name should not be used, but rather the sounds or the name given to the sounds (i.e., the /b/ or the bubbling sound).

B Substituted for V and Vice Versa

This substitution is due to the fact that both b and v sound the same in Spanish. Stress should be placed on how each sound is made. In Spanish, both are made as b. Difficulties arise when the child confuses v with f since f is the only sound in that language which is made by biting the lip. It should be stressed that v is voiced and f is not.

The Bubbling Sound

Lightly press the lips together and quickly separate them by blowing breath. This sound is voiced. Use a mirror and let the child feel and see how the sound is made. Let him feel the vibrations by placing his hand on his throat.

Use the vowel sequence technique which was previously described to help develop this sound. (i.e., bay ay-b-ay ay-b)

Suggested words to use in developing the sound:

initial	medial	final
bone	able	tub
bite	cabbage	job
bus	robin	club
beets	baseball	rub
button	rainbow	taxicab

Let each child use a word containing the sound in a sentence. Tell where the b sound is located.

Make up riddles using words for this sound as answers.

Poem suggestions:

Books

--from Rhymes for Reading and Verse Speaking

Books are keys to wisdom's treasure.
Books are gates to lands of pleasure;
Books are paths that upward lead,
Books are friends, come, let us read.

The Bug and the Beetle

--Unknown

Little Black Beetle said one day,
"Little bug, you're in my way!
Little bug, don't bother me,
I'm a big bug, don't you see?"
Little bug said, "I can do
Quite as many things as you."

Betty Boats

Betty Boats bought some butter,
"But," said she, "This butter's bitter;
If I put it in my batter,
It will make my batter bitter;
But, a bit of better butter
Will but make my batter better."
Then she bought a bit of butter,
Better than that bitter butter,
And it made her batter better.
So-- 'twas better Betty Boats
Bought that bit of better butter. --Anonymous

The Vacuum Cleaner Sound

This sound is voiced and made by placing the upper teeth lightly on the lower lip and blowing air through the space. Help the children see the formation by watching you and through use of a mirror. Let them feel the vibration. Emphasize the v being voiced so that confusion with f does not occur.

Use the vowel sequence technique before using the sound in words.

Words suggestive of the use of v in initial medial and final positions:

initial	medial	final
violin	shovel	brave
vase	leaves	five
vine	river	weave
vacuum	beaver	cave
voice	travel	stove

Make a class story using these words.

Poem suggestions:

Choose

V is for valley
Vegetables and voice.
V is for village,
Come take your choice.

V is for valentines,
Visits and views.
It will be difficult,
For you to choose.
--Lillian Wilkie

Hiding

I have a cave of grapevines
With walls of rustling leaves,
With willow branches for a roof
And ivy vines for eaves.

I have a private place there
Behind a leafy screen
Where I can watch the people pass
And never once be seen.
--Aileen Fisher

As I was Going to St. Ives

As I was going to St. Ives,
I met a man with seven wives,
Each wife had seven sacks,
Each sack had seven cats,
Each cat had seven kits,
Kits, cats, sacks, and wives,
How many were going to St. Ives?
--Old Rhyme

Working with B V substitution

Make the b sound and feel the vibrations--make the v sound. Is there vibration: is it the same: make the two sounds again. Have the children tell what part of the mouth was used for each (b--lips; v--lips and teeth)

Provide exercises such as the following: Have the children stand up when they hear the b and sit down when they hear the v.

bone
beg
etc.
violet
vag
better
bag

Give a word with one or the other consonant and have the children substitute the other sound. bat - vat, vase - base. Have them try to define the word made in the substitution. Does it make sense? What is the difference in the two words?

CH substituted for SH

Ch is a sound in Spanish and therefore is not difficult for the Mexican child. Often however, he will confuse sh and ch when reading. Sh should be taught and the sound stressed. Ch should not be taught with it but only compared to show differences. Help children notice the difference in how the sounds are made as well as how they differ in sound.

The Quiet Sound

This sound is produced by forcing out the air between the tongue and soft palate. The tongue is pressed against the teeth and the lips are open.

Words with the three positions of sh follow:

initial	medial	final
shovel	seashore	brush
shells	washing	wish
shore	dishes	fish
ship	flashlight	bush
shade	machine	leash

Give a list of words, have the children give the sh sound when it is heard in a word.

Make a class story using these words. Have each child illustrate one of the words. When he presents his picture he must say Shhhhhh! to the class before he begins.

Poems to dramatize:

When I Go Fishing

When I go fishing
I'm always wishing
Some fishes I will get,
But while I'm fishing
The fish are wishing
I won't; just harder yet.

And all those wishes,
Of the fishes,
Every one come true;
So all my wishes
To get fishes
Never, never do.
--Unknown

Ladybug

I wonder what the ladybug
Who lives by the wall
Does when it gets frosty
And cold in the fall;

She doesn't have a little fire,
She doesn't have a bed,
She doesn't have a jacket
Or a bonnet for her head,

She doesn't have a blanket,
Unless, do you suppose,
She finds herself a thistle down,
And covers up her nose?
--Aileen Fisher

Nature's Wash Day

Mother Nature had a wash day
And called upon the showers
To bathe the dusty faces
Of the little roadside flowers.
She scrubbed the green grass carpet
Until it shone like new.
She washed the faded dresses
Of the oaks and maples, too.
No shady nook or corner
Escaped her searching eye,
And then she sent the friendly sun
To shine and make them dry.
--Marguerite Gode

D is Substituted by T

This substitution is due to the fact that in Spanish both sounds (t and d) are made by an explosion of air as the tongue is released from pressing forward against the back of the teeth. Neither is voiced. In English, however, the d and t are both made by rolling the tongue back instead of forward with the d being voiced and the t not. The Spanish pupil is not apt to voice his d which then becomes t.

The Knocking Sound

This sound is produced as dexcribed above.

Let the children experiment with the two sounds so that they feel the vibrations of the d and see that the t is not voiced. As you give words have them knock on the desk if the d is present. Cover their ears if the t is present.

Suggested vocabulary for the knocking sound:

initial	medial	final
doctor	garden	wind
dinner	window	wood
dust	thunder	bird
daisy	riddle	bread
doll	candy	food

Practice the sound by using the vowel sequence technique previously described, i.e., day ay-d-ay ay-d)

Find children in the room whose name has the d sound. See what objects can be named that have the d sound.

Discuss the poems read. What are the words with the d sound? Where is the d (initial, medial, or final)?

Suggested Poems:

Upon the beach
With pail and Spade,
My sandy pies and wells I made.

And people passed
On every hand
And left their footprints on
the sand.

Then came a wave
With the rushing tide
And everything washed aside.

Greetings

The dog says, "Bow-wow."
The dove says, "Coo,"
The duck says, "Quack, Quack,"
We say, "How do you do!"
--Theodore Mandell

E Placed Before S

E usually preceeds sp or s in Spanish, therefore the child is apt to pronounce spinach as espinich, special as especial, stop as estop, etc. Work is needed on the initial s in words. The following is a suggestive list:

seeds
sea
sandwich
smile
soup
sailboat
sky
sleep
sun
six
star

The difficulty will probably not be as prominent in isolated words as it will be in sentences. Have the children use the above words in sentences. Take turns. Have the class listen to see if the E preceeds the word given.

Poem Suggestions:

Simple Simon met a Pieman
Going to the fair.
Said Simple Simon to the Pieman,
"Let me taste your ware."
Said the Pieman to Simple Simon,
"Show me first your penny."
Said Simple Simon to the Pieman,
"Indeed I haven't any."

A Swarm of Bees

A swarm of bees in May
Is worth a load of hay;
A swarm of bees in June
Is worth a silver spoon;
A swarm of bees in July
Is not worth a fly.
--Old Rhyme

This poem lends itself well to dramatization:

How They Sleep

Some things go to sleep in such a funny way:
Little birds
Stand on one leg and tuck their heads away;

Chickens do the same, standing on their perch;
Little mice
Lie soft and still as if they were in church;
Kittens curl up close in such a funny ball;
Horses hang
Their sleepy heads and stand still in a stall;

Sometimes dogs stretch out, or curl up in a heap;
Cows lie down
Upon their sides when they would go to sleep.

But little babies dear are snugly tucked in beds,
Warm with blankets,
All so soft, and pillows for their heads.

Bird and beast and babe--I wonder which of all
Dream the dearest dreams
That down from dreamland fall!
--Unknown

G Is Substituted by CK or Hard C

Differences in sound production should be emphasized. G is a sound produced with the back of the tongue to the soft palate and is voiced while ck or hard c is produced in a more forward position and is not voiced.

The Frog Sound

This sound is also called the Goosey, Goosey, Gander.

The following words can be used in exercises:

initial	medial	final
gas	wagon	frog
gate	shaggy	dog
gold	buggy	leg
game	baggage	flag
garage	dragon	bag

Use the words in pairs having ck and g sounds in them. Children clap their hands if g is heard; fold their hands of the ck is heard.

Play a game evolving around the sentence "Goosey, Goosey Gander went to the grocerystore". Have the children tell what she bought (the article must contain the g sound).

What names begin with the g sound?

Sing the song "Good Morning to You".

Tell the story of the "Three Billy Goats Gruff".

Present the following riddle:

Two legs sat upon three legs,
With one leg in his lap;
In comes four legs,
And runs away with one leg,
Up jumps two legs,
Catches up three legs
And throws it after four legs,
And makes him bring back one leg.

Answer: A man (two legs); a stool (three legs);
A leg of mutton (one leg); a dog (four legs).

Suggested Poems:

Not What We Give

Not what we give, but what we share.
For the gift without the giver is bare;
Who gives himself with his alms feeds three,
Himself, his hungering neighbor, and me.
--James Russell Lowell

Whoop! Little Jerry Tigg
Has got a guinea pig;
I wonder where he bought it!
And Jerry has taught it
To wear a purple wig!
And dance an Irish jig.

Introduction of H

In Spanish, the h is silent. As a Spanish-speaking child attacks a word with an initial h he omits the sound. Drill is necessary here in not only recognizing the h in the initial position, but also in mastering the sound.

The Sighing Sound

This sound is produced by opening the mouth and breathing out. Help the child feel the air expelled.

Have the children hold a piece of paper in front of their mouth as they practice the sound. What happens to the paper? Why? Is the sound voiced?

A list of initial and medial positions of h are presented here. The h is not heard in the final position.

initial	medial
hear	doghouse
horn	beehive
hens	grasshopper
hair	
hook	
hop	

Practice greetings: "Hello! How are you?" "How do you do?"

Answer the telephone: "Hello!" "Hurry, Helen. It's Harry."

Suggested choral readings:

A Lullaby

Group I	Hush-a-by, hush-a-by, Go to sleep, dear.
Group II	Hush-a-by, hush-a-by, Mother is here.
Group III	She will not leave you, She will be near,
Group IV	Hush-a-by, hush-a-by, Go to sleep dear. --Traditional

Pantomime "The Hungry Hunter"

The Hungry Hunter

A hunter went a-hunting
A-hunting for a hare
But where he hoped the
bear would be
He found a hairy bear.
"I'm hungry," Bruno hinted.
"I get hungry now and then."
So the hunter turned head
over heels
And hurried home again.

Hippety Hippety Hop

Group I	A little white bunny Went out to play--
Small Group	Hippety, hippety, hop;
Group II	A little black bunny Came down the way--
Small Group	Hippety hippety hop.
Groups I & II	The two little bunnies Had fun that day--
Small Group	Hippety hippety hop.
Groups I & II	They spoke to each other In the very best way--
Small Group	Hippety hippety hop.
Group II	Little black bunny Then turned to say--
Small Group	Hippety hippety hop
Group II	"I'd like to play, but I cannot stay. Let's meet again some other day--"
Small Group	Hippety, hippety hop!

J Substituted by CH

Since ch is common in Spanish and j does not exist, it is understandable that such a substitution would be made. Both sounds are made in the same way with the difference being that the j is voiced while the ch is not.

Jumping Jack Sound

This sound is produced by placing tongue on ridge behind the upper teeth and forcing a voiced sound out as the tongue is pulled away. Help the children feel the difference between the j and the ch by feeling the vocal chords producing the j.

Use these and other words to help develop a feeling for the sound:

initial	medial	final
gentle	magic	fudge
giraffe	gingerbread	orange
jet	pigeon	bridge
giant	soldier	edge
jacket	pajamas	change

Use the vowel sequence technique to further develop the j sound.

Provide ropes to jump and say this jingle:

Mr. Jumping Jack

Mr. Jumping Jack is a very funny man,
He jumps and jumps as fast as he can.
His arms fly out, his feet fly too.
"Mr. Jumping Jack, How do you do?"
--Unknown

Read "Jack and the Beanstalk" and "The Gingerbread Man". Also read nursery rhymes such as "To Market, To Market," "Jack Be Nimble," "Jack and Jill" and "The House that Jack Built."

The following choral reading is suggested:

Gingerbread Man

Solo: The old woman opened the oven to see
If the gingerbread man was done to a tee.

All: Ginger and spice, ginger and spice
A gingerbread man smells exceedingly nice.

Solo: A tiny voice cried as she opened the door.
"I want to come out, and play on the floor."

All: Same as above.

Solo: The old woman called, "Come here, come here"
A gingerbread man has nothing to fear."

All: Same as above.

Solo: But he waved a goodby, and he called as he ran,
"You can't catch me, I'm the gingerbread man."

All: Same as above.

Final M Substituted by N

This substitution can be corrected by showing the children how each sound is formed. Allow them to feel how the tongue is used in the n sound and closed lips are used in forming the m.

These words can be used in practice of the final position of m:

him
warm
sometime
home
room
game
some
ham

Dramatize the "Hunting Bee"

A Humming Bee

One morning in the garden
I heard a humming bee;
I sat awhile and listened
While he hummed songs to me.
He hummed about the blue sky
That stretches overhead,
He hummed about the fountains
And what the fishes said.
He hummed about the nectar
That makes the honey sweet,
And of the flowers nodding--
Then hummed off down the street!
--Wilhemina Seegmiller

Hum songs which are familiar to the children.

Discuss "The Birches." Find the words which end in m.

The Birches

The little birches, white and slim,
Gleaming in the forest dim,
Must think the day is almost gone,
For each one has her nightie on.
Walter P. Eaton

Final N Substituted by NG

It should be pointed out that the n sound is nasalized and forward while ng is produced farther back on the soft palate. Practice and awareness should alleviate this difficulty.

Words and poems which can be used in practice follow:

mountain
musician
skin
open
corn
telephone
woman
man
pin
pumpkin
moon
spin
mitten
oven
pen
bone
train
rain

A poem to dramatize:

Six Little Mice

Six little mice sat down to spin
Pussy passed by and she looked in.
"What are you doing, my little men?"
"Making fine coats for gentlemen."
"May I come in and bite off your threads?"
"No, no Miss Pussy, you'll bite off our heads."
"Oh, no I won't. I will help you spin."
"That may be true, but you can't come in."
--Mother Goose

Nan and Ben

Down went the moon,
Up came the sun,
Now Nan and Ben can have some fun.

Here come the clouds,
Down comes the rain,
Nan and Ben must go in again.
--J. Covington

Rain

No rain, no rain, no rain!
Tom sad, sad, sad,
For the brown, brown grass
Will die, die, die.

Rain, rain, rain!
I'm glad, glad, glad
For the green, green grass
Will grow, grow, grow.

Rain

I hear the rain on the window pane,
No picnic for us today;
I can color and paint and play with my
plane,
Till the rain has gone away.
--Elizabeth Donovan

Voiced S and Z Substituted by s

In writing the child will often substitute since both of these have the voiceless s in Spanish. Children should be reminded that z and sometimes s have a buzzing sound.

The Bussing Sound

This sound is produced with the teeth together and voiced air pushed out between them.

Identify the z sound in the initial, medial, and final position of words. Read a list of words. Include some with the z sound. Have the children buzz like the Buzzy Bee when they hear a word with the z. Words suggested for this follow:

initial	medial	final
zoo	scissors	rose
zone	daisy	mows
zero	pansy	sews
zebra	razor	keys
zipper	puzzle	trees

Make riddles with the above words by playing "I'm thinking of something" (i.e., I'm thinking of something that begins with a z and it is a place where animals live. Answer: zoo.)

Give three rhyming words one of which begins with z. Children buzz when they hear the sound.

Make a bee out of construction paper or crepe paper or find a picture of one which can be attached to a pointer. Tell the children that when Buzzy Bee lands on a picture it means he wants them to tell something about the picture. They must use the word in a sentence before they can shoo him away. Where did they hear the sound? Repeat the word after them so they hear it as well as say it.

Use the following poems. Perhaps they could be dramatized.

Scissor-Man

Sing a song of Scissor-men.
"Mend a broken plate,
Bring your knives and garden sheers,
I'll do them while you wait.
Buzz-a-wuzz! Buzz-a-wuzz!
Fast the wheel or slow,
Ticker tacker! Ticker tack!
Rivets in a row!"

Sing a song of Scissor-men,
Sitting in the sun,
Sing it when the day begins,
Sing it when it's done.
Be it hard or be it soft,
Here's a jolly plan:
Sing to make the work go well,
Like the Scissor-man.

Bees in the Trees

I wonder if the bumble bees
That buzz around our pepper trees
Ever sneez?
--Hildred Bach

My zipper suit is bunny brown
The top zips up, the legs zip down.
My daddy brought it out from town.
Zip it up, zip it down,
And then go out to play.

Sing "The Winged Folk" and "At the Zoo" found at the end of this appendix.

Voiceless TH Substituted by S

Help the children see as well as hear the difference when the th and the s are made. Because the formation of these sounds is no different, awareness and practice should correct the problem.

The Gray Goose Sound

This sound is produced by placing the tongue between the teeth and blowing out without voice.

Give a list of words. Have individuals repeat the word after you if they hear the th sound and if not they say "No Theodore" (that's the name of the goose)

Words containing the th in initial, medial, and final sounds:

initial	medial	final
thumb	bathtub	teeth
thimble	mouthful	path
thermometer	toothbrush	tooth
thank	birthday	moth
thick	bathroom	mouth

Discrimination of the th in the initial position. Have the children repeat the word if the th is present and if not cover their ears.

Have the children find pictures in magazines with the th sound. Paste them in the book.

Discriminate between th and s by saying a group of three rhyming words. Direct them to say the th sound if they hear it.

i.e., thick sick tick
sink wink pink
raw saw thaw

Say two words. Use the word containing the th in a sentence. If the words given have the th in the initial position, the children must stand up; if in the final position they must sit down; if medial stand only half way up.

Sometimes tongue twisters are fun. Let the children try this one:

Thirty thousand thoughtless boys
Thought they made a thundering noise;
So with thirty thousand thumbs,
They thumped on thirty thousand drums.

Suggested poem: Have the children identify the words containing th.

Teeth

Brushing teeth, morning and night,
Keeps them shining, clean and bright;
Helps to keep us healthy too,
It's something that we all should do.
--Elizabeth Donovan

Voiced TH Substituted by D

This confusion is based on the fact that the d sound in Spanish is sometimes made by placing the tongue between the teeth thus sounding like the voiced th in English. The children should be helped to feel the difference through the vibrations of air between the tongue and teeth as well as hearing the difference.

The Airplane Sound

This sound is produced as described above. Help the children see how the sound is made by using mirrors.

Words to be used in discriminating the voiced th are as follows:

initial	medial	final
that	lather	bathe
these	weather	with
their	feathers	smooth
than	mother	breathe
them	father	

Read a list of words containing th, th and d. Have the children choose the correct sound by holding arms like an airplane, if it is the th sound, making a bill like a goose if it is the th sound and saying "No flying today." if the d sound is heard.

Make up riddles using words containing the th sound.
i.e., ____________It is a boy in your family.
____________Sometimes it keeps us from going outside to play.

Make a short story using this sound as often as possible.

Suggested poems:

The Flower Box

This is the dirt
That filled the box.

These are the seeds
That were planted in the dirt
That filled the box.
This is the watering can
That sprinkled the seeds
That were planted in the dirt
That filled the box.

And these are the flowers
So lovely and fair
That grew from the seeds
That were planted there.
--Lillian Wilkie

This, That, These and Those

That is your hand,
This is my nose,
Those are his shoes,
These are my clothes.
--Dorothy Blanchard

G Preceeding W in Initial Position

This difficulty is primarily due to the Spanish sound w being preceeded by g. The distinction should be pointed out to the children and the initial sound of w practiced.

The Wind Sound

This sound is produced by rounding the lips and blowing out voiced air. Help the children feel the vibrations by holding their hand on their throats.

Words which will help in practicing this sound follow:

wall
water
warm
wet
wooden
wiggle
wind
woman
watch
wagon
web
worms
wolf
west
window
wigwam
walk
wash

Play "Look out the Window". The children repeat the following rhyme and then pass it on to the next person in the circle. A small picture frame could be used as the window or if it is not available form a frame with the hands.

"I look out the window
What do I see?
I see_______________
Waiting for me."

Read the poem "Wouldn't It Be Funny". Have the children add their own verse of what would be funny.

Wouldn't It Be Funny

Wouldn't it be funny--
Wouldn't it now--
If the dog said, "Moo-oo"
And the cow said "Bow-wow"?
If the cat sang and whistled,
And the bird said, "Mia-ow"?
Wouldn't it be funny--
Wouldn't it now?
--Unknown

Other poems to use:

The Wonderful World

Great, wide, beautiful, wonderful world
With the wonderful water round you curled,
And the wonderful grass upon your breast--
World! You are beautifully dressed!

The wonderful air is over me
And the wonderful wind is shaking the tree,
It walks on the water, and whirls the mills,
And talks to itself on the tops of the hills.
--William Brightly Rands

I Wonder

I wonder who made it - the wind!
I hear it blow softly.
Woo, woo, woo.
Sometimes it is noisy.
Woo, woo, woo.
It shakes the trees and rattles the door,
I wonder who made it - the wind.
--Alberta Munkres

Y Substituted by J

It is not known why this substitution exists since the j sound is not generally used in Spanish. The y sound should be worked with and the differences in sound and production pointed out. Another confusion exists concerning the y sound in that both y and ll are pronounced in the same way in Spanish. Differences should be pointed out as words with either of these sounds are presented.

The Sliding Sound

This sound is produced by placing the sides of the tongue against the back teeth and raising the tongue slightly. It is a voiced sound. The children should be directed to spread their lips as in saying ee to help correct the substitution. Let them see the difference in the two sounds by using mirrors.

Words to use in correcting the y-j substitutions:

initial	medial
yellow	barnyard
yarn	eggyolk
yesterday	beyond
yes	onion
your	million
yoke	
yams	

Tell a story using the y sound as often as possible. When the children hear the sound they should clap once or make the motion of someone sliding.

Make up riddles using these words.

Make nonsense syllables using the y sound and use these syllables as nouns in sentences. Definitions could be imagined.

Pantomime "The Rodeo".

We're going to the Rodeo!
Hi, yi, yippee yi, yo!
To watch the bucking broncos go!
Hi, yi, yippee yi, yo!

We'll see the cowboys rope a calf!
Hi, yi, yippee yi, yo!
And cowboy clowns to make us laugh!
Hi, yi, yippee yi, yo!

--from Speech Fun for Everyone
Alice Michael and
Leilani Lloyd

Suggested Poems:

Our Farm

The yellow cow and the yellow cat
Are friendly at our farm--
The cat knows in the barnyard
The milk is fresh and warm

Daffodil

A little yellow cup
A little yellow frill
A little yellow star
And that's a daffodil.

VOWEL DIFFICULTIES

Spanish-speaking children seem to have the following difficulties with vowels:

-- ō is pronounced aw (so; saw)

-- o͞o is pronounced u and vice versa (pool; pull)

-- ā is pronounced e (wait; wet)

-- a is pronounced o (hat; hot)

-- ē is pronounced i (sleep; slip)

-- u is pronounced aw (cut; caught)

In most cases, vowel difficulties are due to foreign (or regional) accents or to improper enunciation and therefore are not articulation problems. Many times the sounds become slurred or omitted. Practice should be given in rapid but very precise movements. A song such as "Old MacDonald" is helpful in discriminating vowel sounds in the phrase E I E I O and in the mimic of animals: chick-chick here, peep-peep, moo-moo, oink-oink, quack-quack, gobble-gobble, baa-baa, caw-caw and neigh-neigh. Help the children discover the shape their mouth makes for each of the sounds in E I E I O and the animal sounds. Use a mirror and let them watch each other. Poems which will help in enunciating vowel sounds follow. Use these in many ways such as pantomimes, dramatizations, choral reading, children fill in rhyming words, etc.

The Clown

I'm a funny little clown.
I say, "Ah--oo--ee--oo."
My mouth is open wide
When I say, "ah, ah, ah,"
My lips are very round
When I say "oo, oo, oo,"
I draw my lips far back
When I say, "ee, ee, ee."
Ah--ee, ee--oo,
I'm a funny little clown.
--Barrows and Hall
from Jack-in-the-Box

46;37 I make my lips a round, round "oo"
When I say "oo" and "do"
But they are wide apart, you see,
When I say "me" and "be"
And now I open wide my jaw
When I say "caw" and "saw"
So I will practice every day:
aw--oo--ee--aw.

Laugh With Me

Everybody laugh with me,
Ha, Ha
Ho, Ho
Hee,Hee,Hee!

Everybody laugh with glee,
Ha, Ha!
Ho, Ho!
Hee,Hee,Hee!
--Barrows and Hall

The North Wind

Whoo--oo--oo--oo (Begin softly-
increase volume on oo)
The North Wind blew.
It rattled the windows;
It swept down the flue.
The great trees groaned
As the North Wind moaned.
Whoo--oo-oo (moderate volume)
Whoo--oo--oo (Increase gradually to full
volume)
Whoo--oo (Gradually decrease volume ending
with a soft voice.)
--Louise Abney

Getting-Up Time

Group I "Bow-wow," Said the pup,
"It is time to get up."

Group II "Coo-coo," said the dove,
From the roof high above.

Group III "Moo-moo," said the cow,
"I am getting up now."

Group IV "Caw, caw," called the crow,
"What makes you so slow?"
--Louise Abney

Doves

Little doves of gray and white
Coo, Coo, Coo.
Fly around while it is light,
Coo, Coo, Coo.
Fly about without a sound,
Coo, Coo, Coo.
See them flying all around,
Coo, Coo, Coo.
Stop now gently on the ground,
Coo, Coo, Coo.
Better doves could not be found,
Coo, Coo, Coo.
--Carrie Rasmussen

Company

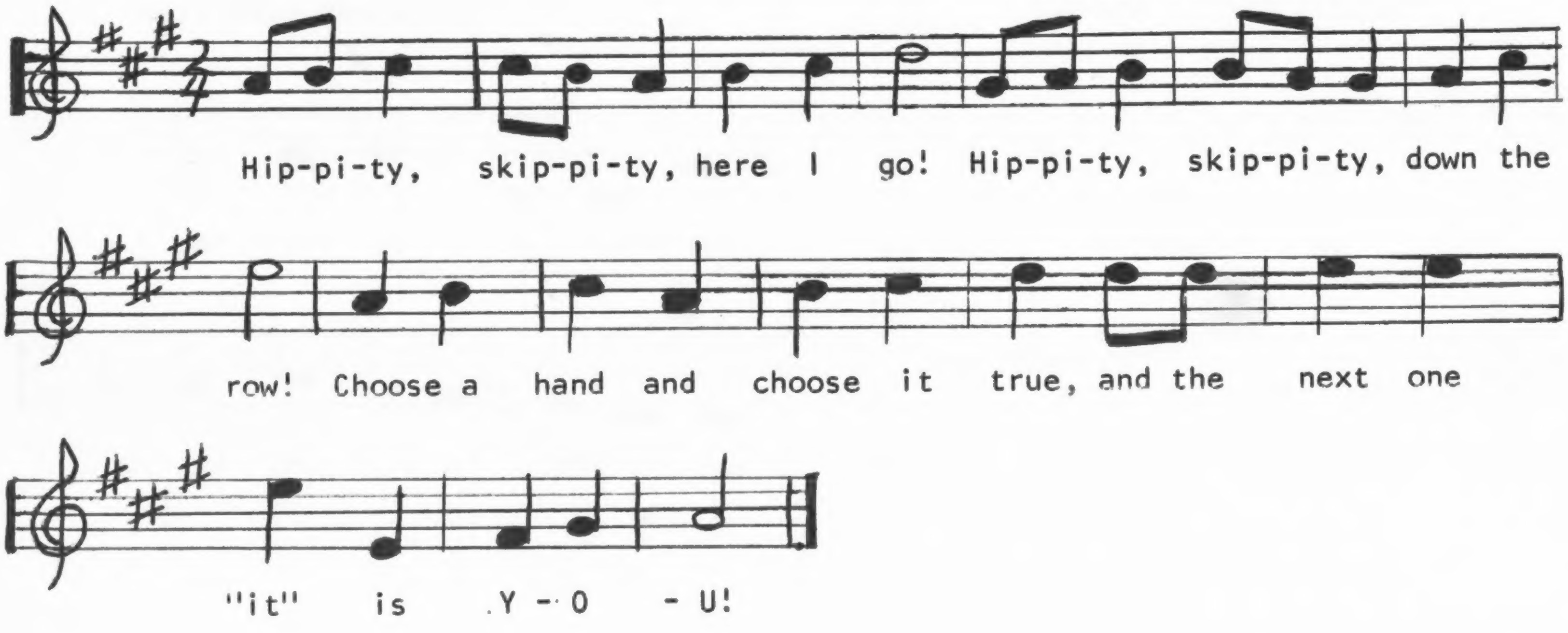
We hid up on the landing
Near the top of the stairs,
And peeped through the railing
At people in their chairs.

We saw the tops of noses,
And tops of lips and cheeks,
And how a chin goes choppy
When anybody speaks.

We saw the tops of eyebrows,
And heads without a hat....
It's funny to see people
From the top-of-them, like that.
--Aileen Fisher

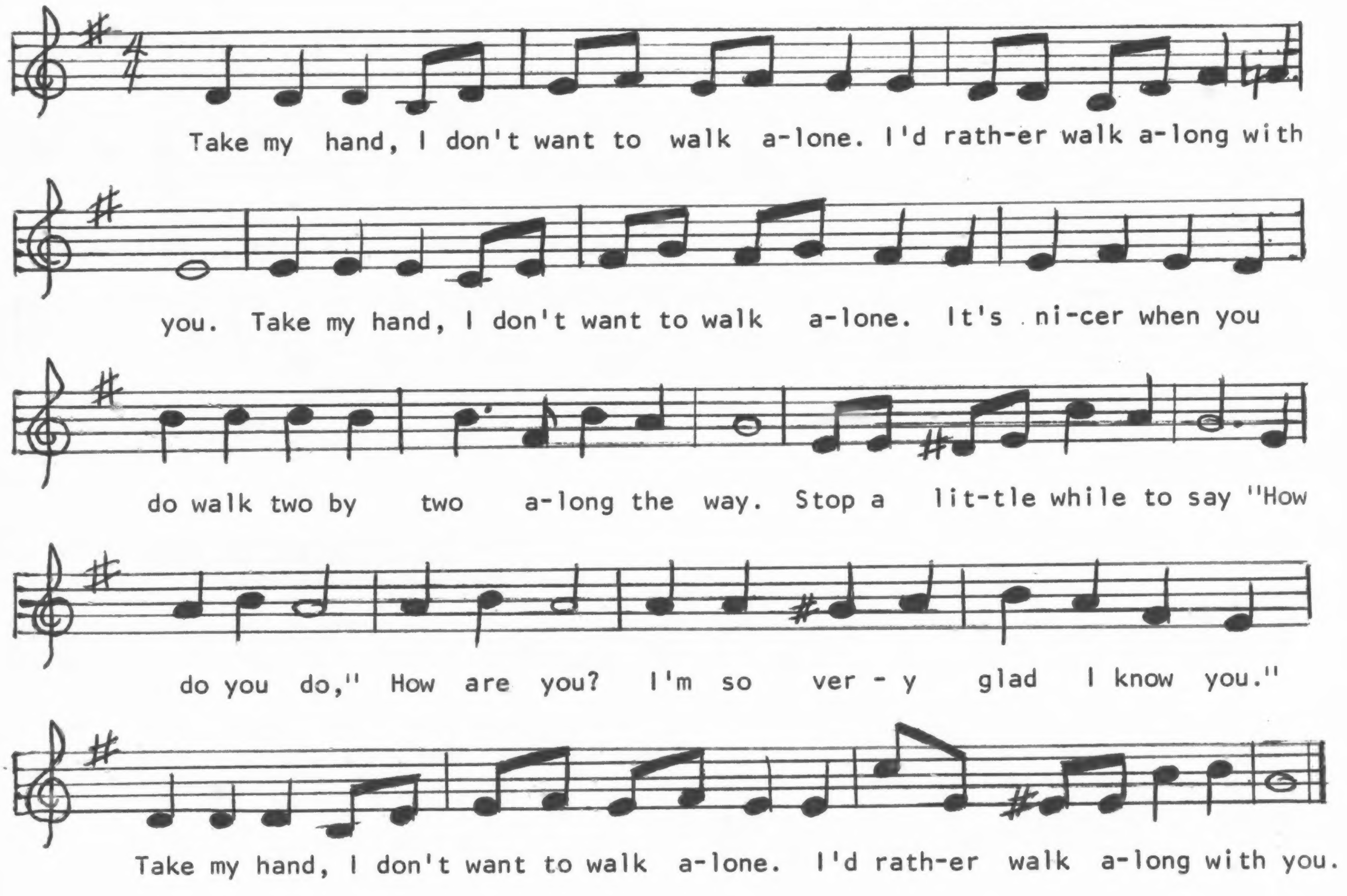
HIPPITY SKIPPITY

Words and Music by
Esther Lausten


Hip-pi-ty, skip-pi-ty, here I go! Hip-pi-ty, skip-pi-ty, down the
row! Choose a hand and choose it true, and the next one
"it" is Y - O - U!

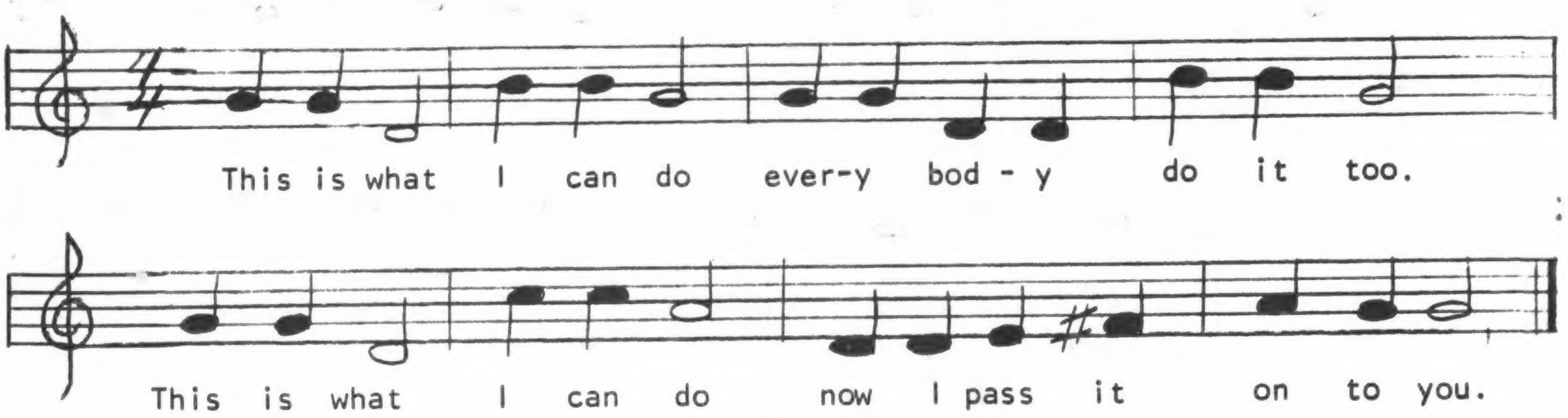
TAKE MY HAND

From The Instructor,
October, 1966


Take my hand, I don't want to walk a-lone. I'd rath-er walk a-long with
you. Take my hand, I don't want to walk a-lone. It's ni-cer when you
do walk two by two a-long the way. Stop a lit-tle while to say "How
do you do," How are you? I'm so ver - y glad I know you."
Take my hand, I don't want to walk a-lone. I'd rath-er walk a-long with you.

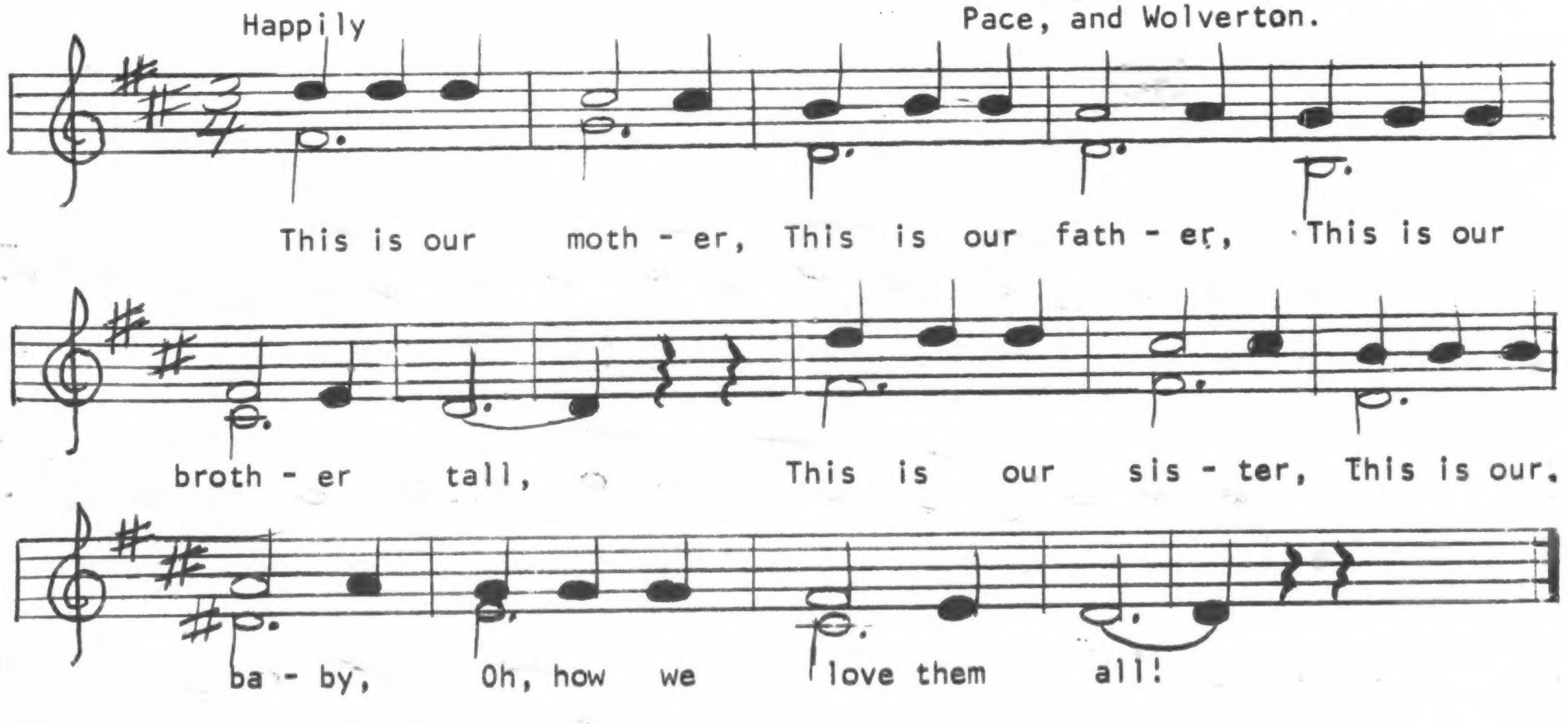
THIS IS WHAT I CAN DO

--teacher submitted.


This is what I can do every body - y do it too.
This is what I can do now I pass it on to you.

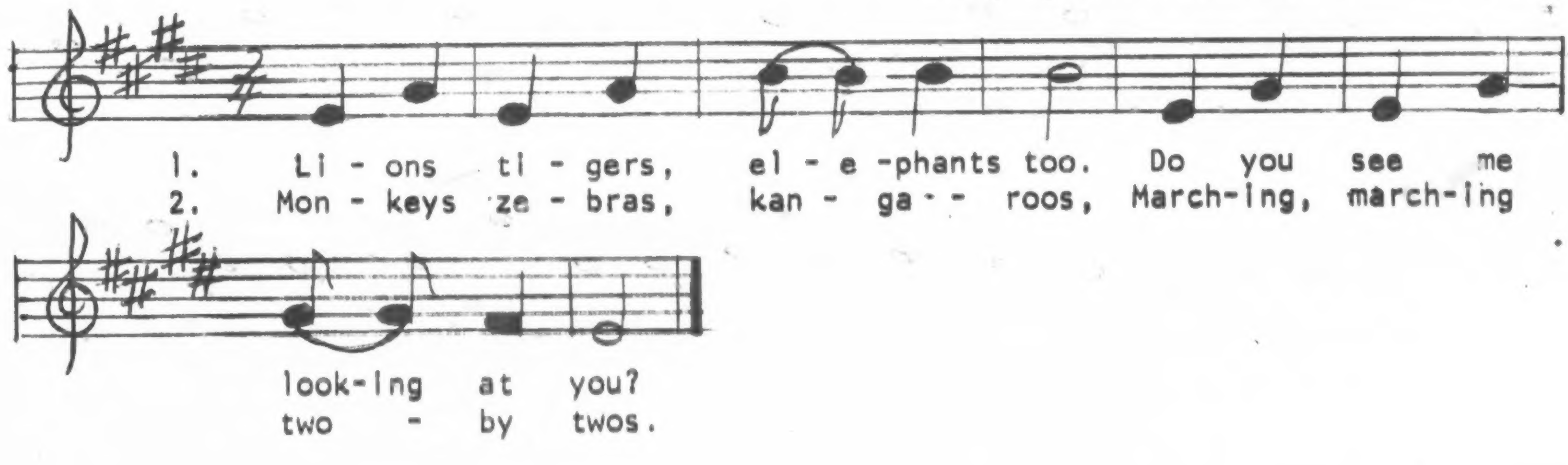
THE FAMILY

from Music for Young Americans, Kindergarten, by Berg, Burns, Pace, and Wolverton.

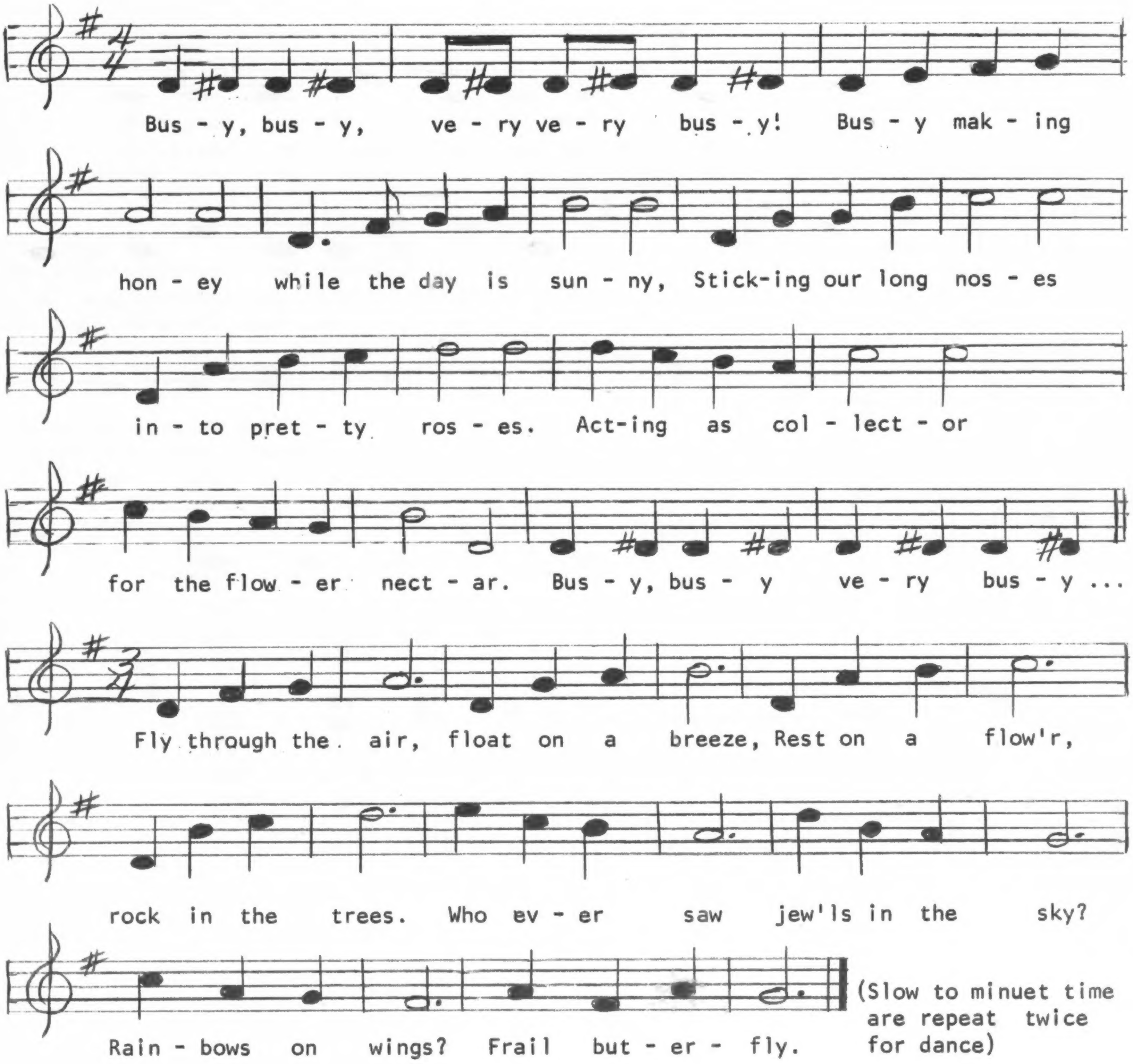

Happily
This is our moth - er, This is our fath - er, This is our
broth - er tall, This is our sis - ter, This is our
ba - by, Oh, how we love them all!

AT THE ZOO

from The Kindergarten Book of Our Singing World series, Ginn & Co.


1. Li - ons ti - gers, el - e -phants too. Do you see me
2. Mon - keys ze - bras, kan - ga - - roos, March-ing, march-ing
looking at you?
two - by twos.

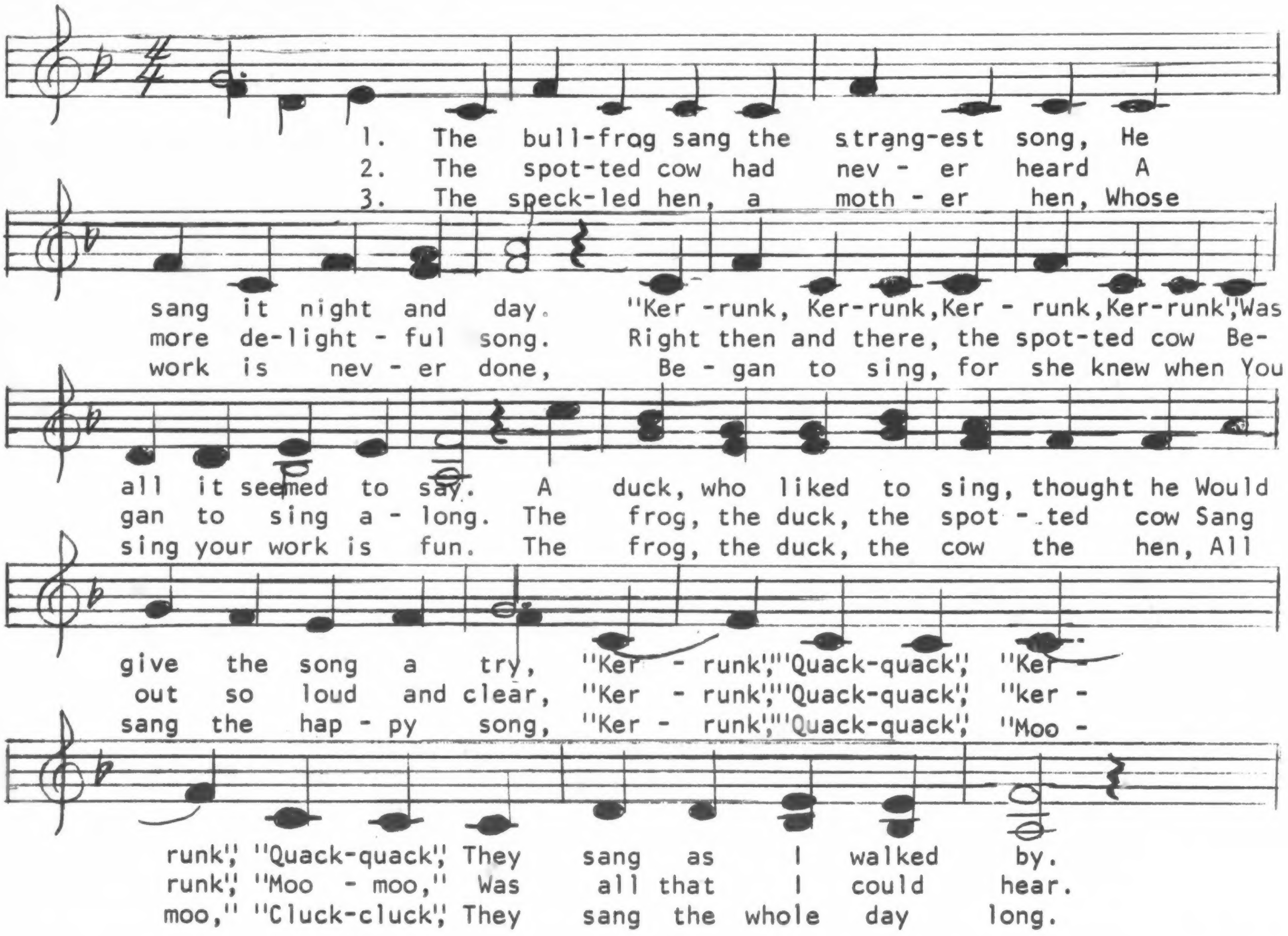
WINGED FOLK


Bus - y, bus - y, ve - ry ve - ry bus - y! Bus - y mak - ing
hon - ey while the day is sun - ny, Stick-ing our long nos - es
in - to pret - ty ros - es. Act-ing as col - lect - or
for the flow - er nect - ar. Bus - y, bus - y ve - ry bus - y ...
Fly through the air, float on a breeze, Rest on a flow'r,
rock in the trees. Who ev - er saw jew'ls in the sky?
Rain - bows on wings? Frail but - er - fly.

(Slow to minuet time
are repeat twice
for dance)

THE BULLFROG'S SONG

Words and Music by
Anita E. Posey


1. The bull-frog sang the strang-est song, He
2. The spot-ted cow had nev - er heard A
3. The speck-led hen, a moth - er hen, Whose
sang it night and day. "Ker -runk, Ker-runk, Ker - runk, Ker-runk", Was
more de-light - ful song. Right then and there, the spot-ted cow Be-
work is nev - er done, Be - gan to sing, for she knew when You
all it seemed to say. A duck, who liked to sing, thought he Would
gan to sing a - long. The frog, the duck, the spot - ted cow Sang
sing your work is fun. The frog, the duck, the cow the hen, All
give the song a try, "Ker - runk", "Quack-quack", "Ker -
out so loud and clear, "Ker - runk", "Quack-quack", "ker -
sang the hap - py song, "Ker - runk", "Quack-quack", "Moo -
runk", "Quack-quack", They sang as I walked by.
runk", "Moo - moo," Was all that I could hear.
moo," "Cluck-cluck", They sang the whole day long.

BIBLIOGRAPHY

1. Read, Katherine H., Let's Play Outdoors, Chicago: National Association for Nursery Education.

2. Wills, Clarence Dechant and Stegeman, William H., Living in the Kindergarten: Revised Edition, Chicago: Follett Publishing Co., 1956.

3. Farina, Furth, Smith, Growth Through Play, Prentice-Hall.

4. Tulsa Public Schools, Beginning Reading Experiences: A Handbook for Teachers. Tulsa, Ohklahoma; Tulsa Public Schools, 1967.

5. Detroit Public Schools, Language Experiences for Preschool Children. The Board of Education of the City of Detroit, 1966.

6. Rasmussen, Carrie, Speech Methods in the Elementary School. New York: The Ronald Press Company, 1949.

7. Dallmann, Martha, Teaching the Language Arts in the Elementary School. Dubuque, Iowa: Wm. C. Brown Co. Publishers, 1966.

8. DeBoer, John J. and Dallmann, Martha, The Teaching of Reading: Revised Edition. New York: Holt, Rinehart and Winston, Inc., 1964.

9. Taylor, Stanford E., What Research Says to the Teacher,#29: Listening. Washington, D.C.: National Education Association of the United States, 1964.

10. Van Riper, Charles, Helping Children Talk Better. Chicago, Illinois: Science Research Associates, Inc. 1951.

11. Werner, Lorna Shogran, Speech in the Elementary School. Illinois: Row, Peterson and Company, 1947.

12. Glaus, Marlene, From Thoughts to Words. Illinois: National Council of Teachers of English, 1965.

13. Russell, David H. and Etta E. Karp, Reading Aids Through the Grades. Columbia University, N.Y.: Bureau of Publications, Teachers College, 1963.

14. Shane, Harold G., Reddin, Mary E., and Gillespie, Margaret C., Beginning Language Arts Instruction with Children. Columbus, Ohio: Charles E. Merrill Books, Inc., 1961.

15. New York State Bureau of Elementary Curriculum Development, The Language Arts. Albany, New York: State Education Department, 1957.

16. Gigous, Goldie Marie, Improving Listening Skills, New York: F. A. Owen Publishing Company, 1967.

17. Mandell, Muriel, 101 Best Educational Games. New York: Sterling Publishing Co., 1958.

18. Kingsly, Bernard, Reading Skills. Palo Alto, California: Fearon Publishers, Inc., 1958.

19. Gray, Lillian and Reese, Dora, Teaching Children to Read. New York: The Ronald Press Company, 1957.

20. Scott Foresman and Company, Such Interesting Things to Do for Grades 1 and 2.

21. Herr, Selma E., Learning Activities for Reading. Dubuque, Iowa: Wm. C. Brown Co., Publishers, 1961.

22. Greene Harry A., and Petty, Walter T., Developing Language Skills in the Elementary Schools: Second Edition. Boston: Allyn and Bacon, Inc., 1963.

23. Wagner, Guy, Hosier, Max and Blackman, Mildred, Listening Games: Building Listening Skills with Instructional Games. Darien, Connecticut: Teachers Publishing Corporation, 1962.

24. Werner, Lorna Shogran. (See number 11.)

25. Hatchett, Ethel L. and Hughes, Donald H., Teaching Language Arts in Elementary Schools. New York: The Ronald Press Company, 1956.

26. Russell, David H., Children Learn to Read: Second Edition. Boston: Ginn and Company, 1961.

27. Gary Public Schools, Developmental Reading Activities. Gary,Indiana: Board of Education, 1959.

28. Gould, Annabelle and Schollaert, Warren. Reading Activities for Primary and Intermediate Grades. New York: F.A. Owen Publishing Company, 1967.

29. Russell, David H. and Elizabeth Fatherson Russell, Listening Aids Through the Grades. New York: Bureau of Publications, Teachers College, Columbia University, 1960.

30. Liechti, Alice O. and Chappell, Jack R., Making and Using Charts. Palo Alto, California: Fearon Publishers, Inc., 1960.

31. McKee and Harrison, We Talk and Listen.

32. Ullyette, Jean M., Guidelines for Creative Writing. Dansville, New York: F. A. Owen Publishing Company, 1963.

33. Huckleberry, Alan W. and Strother, Edward S., Speech Education for the Elementary Teacher. Boston: Allyn and Bacon, Inc., 1966.

34. Scott Foresman Company, Teacher's Edition for Grades 5 and 6.

35. Jack and Jill Magazine

36. Starr, John W. Selected Reading Games and Devices for the Intermediate Grades. Eugene: School of Education, University of Oregon, 1958.

37. Smith, Nila Banton, Reading Instruction for Today's Children. New York: Prentice-Hall, Inc., 1963.

38. Montebello Unified School District, Reading Guide for Intermediate Grades. Montebello, California, 1959.

39. 50 Ways of Reporting, adapted from a publication of Whittier City School District.

40. Dean, John F., Games Make Spelling Fun! Fearon Publishing., Inc.

41. Moura, Bernard and Smith, Eunice, Better Reading and Spelling Through Phonics. Palo Alto, California: Fearon Publishers, Inc., 1960.

42. Jensen, Amy Elizabeth,"Attracting Children to Books,"Elementary English, October, 1956.

43. Rivera, Carlos, Para Mis Ninos. Austin, Texas: W.S. Benson Co. 1964. and Board of Education of the City of New York, Handbook for Language Arts: Pre-K, Kindergarten, Grades One and Two. New York: 1966.

44. Schoolfield, Lucille D., Better Speech and Better Reading: A Practice Book. Massachusetts: Expression Company, 1937.

45. Jones, Ruth E., For Speech Sake. Palo Alto, California: Fearon Publishers, Inc., 1958.

46. Board of Education of New York, Speech for the Retarded Child, Curriculum Bulletin No. 7. 1958-59 Series, New York: 1960.